ED 378 306 AA 001 257

Resources in Education (RIE). Volume 30, Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 378 307 CE 061 656

Midwest Research-to-Practice Conference (10th, St. Paul, Minnesota, October 3-4, 1991). Conference Proceedings and Addendum.
PUB DATE- Oct 91
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; *Adult Students; Behavioral Objectives; College Housing; *Educational Practices; *Educational Research; Evaluation Methods; Higher Education; High School Equivalency Programs; Mathematics Instruction; Nontraditional Students; Student College Relationship; Student Motivation

These proceedings and addendum contain 31 papers: "Linking Motivation and Participation in Adult Education" (Babchuk, Courtney); "Workplace Literacy Education as Contextual Learning" (Babchuk, Dirkx); "Model for Focusing Research in Adult Agricultural Education" (Birkenholz et al.); "A Research Agenda for Adult Civic Education" (Boggs, Stubblefield); "A Comparison of Adult Baccalaureate Graduates and Nonpersisters" (Christensen); "Ways of Doing" (Courtney); "Homelessness and Work Experience" (Davis); "Boundary Awareness in Tutor-Student Relationships" (Dirkx, Fonfara, Flaska); "Understanding and Facilitating Experience-Based Learning in Adult Education" (Dirkx, Lavin); "Adult Development" (Ferro); "Volunteer Issues and Trends Survey in the 1990s" (Hanson-Stone); "Extension Education" (Hutchins); "Barriers to Education as Perceived by Adult Students and Administrators in Minnesota Community

ED 378 325 CE 067 901

Electronics Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 118p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Communications; Competence; *Competency Based Education; Computer Assisted Design; Computer Literacy; Drafting; Electricity; Electronic Control; Electronics; *Electronic Technicians; Employment Potential; Engineering Technology; Equipment Maintenance; High Schools; Instrumentation; Instrumentation Technicians; *Job Skills; Minimum Competencies; Numeracy; Postsecondary Education; Quality Control; Reading Skills; Safety Education; Science Curriculum; Technical Education; *Tech Prep; Troubleshooting; Two Year Colleges

This document contains 27 units to consider for use in a tech prep competency profile for the occupation of electronics technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, basic electronics, fundamentals of electronics technology, troubleshooting and repair, microcomputer electronics technology, instrumentation control technology, communications electronics technology, industrial electricity, electrical test and measurement equipment, drafting technology, computer-assisted drafting and design (CADD) fundamentals, intermediate CADD, equipment installation, equipment maintenance, electromechanical technology, hydraulics and pneumatics, and programmable logic controllers. (YLB)

ED 378 326 CE 067 902

Electrical Maintenance Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 129p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Communications; Competence; *Competency Based Education; Computer Assisted Design; *Computer Assisted Manufacturing; Computer Literacy; Drafting; *Electrical Occupations; Electrical Systems; Electricity; Electronic Control; Electronics; Employment

ED 378 344 CE 067 921

Forrester, Keith, Ed.; Thorne, Colin, Ed.
Trade Unions and Social Research.
PUB DATE- 93
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Cooperation; Developed Nations; Foreign Countries; Labor Economics; *Labor Education; *Labor Relations; Research Design; *Researchers; *Research Methodology; Research Opportunities; Research Projects; *Social Science Research; Technological Advancement; Unions
IDENTIFIERS- Canada; Great Britain; Sweden

These 15 papers originate from a conference that brought together researchers and trade unionists from a number of countries to examine the potential for a more democratic, active, and participative form of collaboration or "research as engagement." The first half contains chapters that explore, theoretically, the nature of research within a collaborative framework. In the second half, trade union members and researchers use concrete examples to discuss either their experience of working collaboratively or to review the links between both sides in specific areas. The papers are as follows: "Research as Engagement" (Forrester, Thorne); "Trade Unions and Social Research: The Casualties and Victims of Social Research" (Fryer); "Research as Engagement: Trade Unions in the 1990s" (Waddington, Whitston); "Notes towards the Development of a Liberatory Research Project" (Gottfried); "The Unions and Research on Working Life in Sweden: What Can We Do Together?" (Danvind, Mortvik); "The Canadian Experience: Establishing and Strengthening Links between Trade Unions and Researchers" (Kumar); "Unions and Technological Change: Labor Research Strategies and Structures in the USA and Canada" (Haddad); "The Research Circle: A Way of Cooperating" (Holmstrand); "Developing Workers' Research Skills: Collaborative Research and Trade Union Education" (Somerton, Vulliamy); "A Programme for Collaboration between Trade Unions and University in Workplace Development" (Jarnegren); "Research as Engagement: Political Questions in Collective Research with the Rank and File" (Grossman); "Working with Researchers: Stress at Work" (McDonald); "Developing Research Initiatives in a Local Economy" (Sivorn, Watson); "Action Research with Homeworkers in West Yorkshire" (Tate); and "New Technology and Trade Union Activities: Experiences from Two Projects" (Winterton). A list of contributors with addresses precedes the papers. An index concludes the book. (YLB)

ED 378 345 CE 067 924

How To Implement a Tech Prep Program Based on the Rhode Island Model. Tech Prep Associate Degree Program. Technical Programs. Business/Office Administration Programs. Allied Health/Dental Health Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 63p.; For related documents, see CE 067 925-928.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 378 362 CE 067 968

Literacy across the Curriculum. Volume 9. 1993-1994.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Philosophy; *Educational Practices; *Educational Resources; Educational Technology; Education Work Relationship; Elementary Secondary Education; Foreign Countries; Institutional Cooperation; *Literacy Education; Mass Media Use; Numeracy; School Business Relationship; Teacher Education; *Teaching Methods; Tests; Womens Education
IDENTIFIERS- *Canada

This packet contains four sets of newsletters. Some of the topics covered in the Spring 1993 edition include the following: the rhetoric of crisis discredited, ethics in business-education partnerships, teaching about editorials, the politics of workplace literacy, women and literacy programs in Canada, and a list of resources on native literacy. The Summer 1993 issue includes information on the following: literacy and technology, portfolio assessment, the Gzowski tournament that raises money for Canadian literacy, teaching editorials, computer software for adults, and access to technology. In the Fall 1993 issue, the newsletter covers these topics: teamwork, partnerships, and quality in workplaces, in literacy, programs, and in schools; systems that work against literacy; how teamwork cuts both ways in the classroom; art and literacy in the classroom; total quality in community programs; and literacy and minority women. The final issue of the volume, Winter 1994, examines the following: new technologies in education as they relate to teacher education; layers of language, student writing on the family, numeracy and mathematical literacy, the Canada-wide mathematics test, and a list of resources on numeracy. All four of the issues contain news of conferences and meetings and all include "Media Focus," a supplement that includes reviews and articles about media and education. (KC)

ED 378 363 CE 067 969

JurisLIT Final Report.
PUB DATE- 31 Aug 94
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Cooperative Programs; *Correctional Rehabilitation; *Criminals; *Educational Cooperation; Education Work Relationship; Job Development; *Literacy Education; Program Development; Program Effectiveness; *Recidivism
IDENTIFIERS- California (Sacramento County); *Parolees

JurisLIT was a literacy training effort operated jointly by the Sacramento County Probation Department, the Sacramento County Office of Education, the Los Rios Community College District, and the Superior and Municipal Courts of Sacramento County from March 1990 to March 1994. The program required selected probationers aged 18-30 to participate in literacy training programs. Later, high school requirements and General Educational Development (GED) programs were added and, in some cases, some individuals enrolled in colleges or trade schools.

ED 378 381 CE 068 022

Katzman, Susan, Ed.
The Role of Career Education in School-to-Work Transition. Information Series No. 359.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Apprenticeships; Career Choice; *Career Education; Career Exploration; Career Guidance; *Career Planning; *Educational Practices; Educational Resources; *Education Work Relationship; Elementary Secondary Education; Models; Postsecondary Education; Program Implementation; Resource Centers; School Business Relationship
IDENTIFIERS- School to Work Opportunities Act 1994

This document contains nine papers exploring the school-to-work transition and the role of career education in smoothing that transition. The following papers are included in the first section, which sets the context for the role of career education: "The School-to-Work Opportunities Act and Career Education" (Pat Nellor Wickwire); "Strategies for Collaborative Efforts" (Susan Imel); "The Role of Career Planning in School-to-Work Transition" (Harry N. Drier). Two papers in the second section review general approaches to the transition: "Youth Apprenticeship" (Peter Joyce, Sandra Byrne); and "Career Academies" (Valerie Harris). The final section provides some program examples: "Elementary and Middle School Career Education" (Linda Gadd); "High School Career Education Program" (Pamela Collier); "Career Resource Centers" (Sara Walkenshaw and Jim Crain); and "Career Guidance" (Rebecca Dedmond). An annotated resource section lists 39 resources on school-to-work transitions, and the final section of the document contains 36 references. (KC)

ED 378 382 CE 068 023

Yakimovicz, Ann D.
Training Attitudes of Women Business Owners: A Houston Cohort.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Educational Attitudes; *Educational Needs; *Entrepreneurship; *Females; Labor Force Development; *On the Job Training; Private Sector; *Small Businesses; Training Objectives
IDENTIFIERS- *Texas (Houston)

With the United States experiencing a changing work force and changing economic conditions, training is perceived to be a necessary component of business operations. Research findings conclude that women in business value relationships and human resources more highly than men do. In the context of these two conditions, a pilot study was conducted to determine if a common set of attitudes about training can be found among women

ED 378 400 CE 068 069

Salazar, LeRoy; And Others
Irrigation Training Manual. Planning, Design, Operation, and Management of Small-Scale Irrigation Systems and Irrigation Reference Manual. A Technical Reference to Be Used with the Peace Corps Irrigation Training Manual T0076 in the Selection, Planning, Design, Operation, and Management of Small-Scale Irrigation Systems.
PUB DATE- Sep 94
NOTE- 683p.; Prepared by Agro Engineering, Inc.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Agricultural Education; Agricultural Engineering; Agriculture; Agronomy; Developing Nations; Foreign Countries; Instructional Materials; Learning Activities; Lesson Plans; Teaching Guides; Volunteer Training; *Water Resources
IDENTIFIERS- *Irrigation; Peace Corps

This resource for trainers involved in irrigated agriculture training for Peace Corps volunteers consists of two parts: irrigation training manual and irrigation reference manual. The complete course should fully prepare volunteers serving as irrigation, specialists to plan, implement, evaluate and manage small-scale irrigation projects in arid, semi-arid, or sub-humid tropical and sub-tropical climates. The training manual consists of 40 session plans that provide a comprehensive background in irrigation principles and practices. Each session plan includes the goals and objectives, an overview of the purpose, a description of activities, a list of tools and materials required, and location of additional technical information in the irrigation reference manual. The session plans are grouped into nine topic areas: introduction to irrigation principles and practices; community organization and mobilization; inventorying the physical and biological resource base; developing water sources; assessing irrigation water requirements; farm water delivery systems; farm water management; waterlogging and salinity; and project planning and development. Introductory materials to the training manual include information on the following: experiential learning approach; the trainer's role; timing, location, and trainee preparedness; and implementation. The irrigation reference manual provides detailed technical information to support the topics covered in the training sessions. Some materials are suitable for reproduction. The reference manual appendixes contain the following: math skills and tool use; review of community organization and development; summary of International Irrigation Center training modules; case studies; 59-item annotated bibliography; and glossary. (YLB)

ED 378 401 CE 068 075

O'Conlin, Michaele
TALKit. Teaching Adult Learners Kit. Professional Development Activities for Teachers of Adult Learners.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Aug 92
NOTE- 139p.
LANGUAGE- English

ED 378 418 CE 068 119

Business Advisory Committee for Vocational Special Education.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advisory Committees; *Corporate Support; *Disabilities; Job Placement; Partnerships in Education; *School Business Relationship; Secondary Education; *Special Education; Student Employment; *Vocational Education
IDENTIFIERS- Irving Independent School District TX

This packet contains materials about and by the Business Advisory Committee (BAC) for Vocational Special Education of the Irving Independent School District (IISD), Texas. It discusses benefits to the business sector, both corporately and individually: introduction of management to an untapped resource, employee involvement in worthwhile programs, familiarity with needs of persons with disabilities, and feelings of personal reward. It then lists benefits for IISD: community involvement, assistance in establishing Learning in Functional Environments (LIFE) vocational assessment sites and procuring employment for students, business expertise, and assistance in community networking. Activities of the BAC are outlined: publication of brochure, monthly meetings, awards luncheon, assistance to IISD in locating LIFE vocational assessment and employment sites, guidance to IISD in evaluating and establishment vocational special education training programs, job fair, and advocacy for vocational special education students. Ideas for membership recruitment are also presented. Specific information is provided on establishing a BAC, recruiting members, meeting agendas, and goals. A brochure published by the BAC highlights benefits to businesses and lists BAC goals. The packet also includes an outline for a presentation on business advisory groups, outline for a career and job fair, and communications regarding participation in the job fair. (YLB)

ED 378 419 CE 068 120

White, Ronnie W.; And Others
Perceptions of Directors, Administrators, and Staff Development Personnel Regarding the Importance of Selected Training Topics for Field-Based Personnel and Their Inclusion in Extension Training Programs. A National Study.
PUB DATE- Dec 94
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Adult Education; Educational Attitudes; Educational Needs; *Extension Agents; Extension Education; *Inservice Education; *On the Job Training; *Preretirement Education; *Staff Orientation; Training Objectives

A study was conducted to assess the perceptions of extension directors, administrators, and staff development personnel

ED 378 439 CE 068 164

Cleary, John; Sweeney, Dee
TQM Awareness Training for Healthcare.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Jun 94
NOTE- 55p.; For related modules, see CE 068 153-167.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Health Services; Hospital Personnel; Learning Activities; Learning Modules; *Literacy Education; Organizational Development; *Problem Solving; Staff Development; *Total Quality Management; Workshops
IDENTIFIERS- *Workplace Literacy

Developed by educators at the Emily Griffith Opportunity school, this teacher's guide presents a 2-hour workshop to introduce employees in entry-level positions to the concepts and vocabulary of Total Quality Management (TQM). The guide is divided into an instructor's section and a section of 24 handouts for the participants. (Handouts can also be used as flipcharts or overhead transparencies.) Topics covered include the following: what is TQM?; how good is good enough?; TQM and the healthcare system; why TQM should be used; four parts of TQM; empowerment; defining and solving problems; brainstorming; and team roles and processes. (KC)

ED 378 440 CE 068 165

Cleary, John J.; Gravely, Mary Liles
Understanding Graphs & Charts.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 15 Jul 94
NOTE- 36p.; For related modules, see CE 068 153-167.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Charts; *Graphs; Health Services; *Hospital Personnel; Learning Activities; Learning Modules; *Literacy Education; Mathematics Instruction; Workshops
IDENTIFIERS- *Workplace Literacy

Developed by educators from the Emily Griffith Opportunity School, this teacher's guide was developed for a 4-hour workshop to teach employees how to read the charts and graphs they need in the workplace. The unit covers four types of graphs: pictographs, bar graphs, line graphs, and circle graphs. The guide is divided into four sections: reading charts, reading graphs, reasons for using graphs and charts, and a vocabulary exercise. Sections include information and problems to solve, with content drawn from a hospital setting. An answer key is provided. Contains 3 references. (KC)

ED 378 441 CE 068 166

Falagrady, Teresa
Vocabulary for Healthcare Personnel.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 15 Jul 94

ED 378 462 CG 025 668

Feller, Rich; And Others
School Counselor Role in Planning and Integrating Basic Skills. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Basic Skills; *Counselor Role; Elementary Secondary Education; *Planning; *School Counseling; *School Counselors
IDENTIFIERS- ERIC Digests

This digest considers the school counselor's role in helping students to acquire the basic skills they will need throughout their lives. A contemporary definition of basic skills includes not only the modern versions of the "three Rs" (reading, writing, and computing), but also encompasses a variety of attitudes, knowledge, and behaviors (learning to learn; verbal/nonverbal communication; adaptability; personal management; group effectiveness; influence; and the abilities to understand technology, apply scientific knowledge to work situations, and balance family and work). The most promising models for helping school counselors take an active role in integrating these new basic skills across the curricula are comprehensive counseling and guidance programs. Four interactive components of comprehensive counseling and guidance programs are: (1) the guidance curriculum; (2) individual planning; (3) responsive services; and (4) system support. The need to integrate academic and vocational instruction is discussed and challenges to school counselors are presented. The digest concludes that, through comprehensive counseling and guidance programs, school counselors can help ensure that all students receive instruction in the basic skills through an integrated program of vocational and academic coursework; and that this coursework combined with a commitment to planning can be the key to students' lifelong success. (NB)

ED 378 463 CG 025 684

Orfield, Gary; Paul, Faith G.
High Hopes, Long Odds: A Major Report on Hoosier Teens and the American Dream.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 94
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Aspiration; Adolescents; *Career Choice; *Career Guidance; College Preparation; Course Selection (Students); *Occupational Aspiration; Parent School Relationship; School Counselors; Secondary Education; Student Educational Objectives; Student Needs
IDENTIFIERS- Indiana Youth Institute

In order to better understand the thoughts and aspirations of Indiana teenagers, this study surveyed 5,187 eighth-, tenth-, and twelfth-grade students, their parents and their school counselors. Samples were drawn from the state's major cities, suburbs, rural areas and the state as a whole. The report

ED 378 483 CG 025 882

Stalling, Janice E.
Toward a Strengths Perspective in Counseling.
PUB DATE- Sep 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Client Characteristics (Human Services); *Context Effect; Counseling Techniques; *Counseling Theories; Counselor Attitudes; *Counselor Client Relationship; Counselor Training; *Helping Relationship; Perspective Taking; Social Work

The way in which professional counselors perceive or conceptualize clients and their presenting issues constitutes an outward expression of the counselors' philosophy, training and world view. These perceptions and conceptualizations directly or indirectly affect assessment, therapeutic methodology, and even client outcomes. This article presents a discussion of a professional orientation based on client strengths. This orientation, borrowed mostly from social work, has been suggested under related ideas by counseling theorists at various times in the past. The purpose of this article is to summarize the strengths perspective, to describe its philosophic underpinnings, and to illustrate its compatibility with counseling values. The strengths approach may serve to enhance the professional counselors' opportunity to serve clients from the perspective of a human growth and development model. Contains 40 references. (BF)

ED 378 484 CG 025 883

Holmes, Gary E.; And Others
Integrating Focus Group Research and Group Counseling.
PUB DATE- Oct 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Client Characteristics (Human Services); *Context Effect; *Counseling Techniques; Counselor Characteristics; *Counselor Client Relationship; Counselor Role; *Group Counseling; Group Dynamics; Group Unity; Helping Relationship; Participant Characteristics; Perspective Taking; *Theory Practice Relationship; Therapeutic Environment
IDENTIFIERS- *Focus Groups

One of the continuing problems and criticisms of human service disciplines is that they often separate research from clinical practice, as if the two had no connection or commonality. This article describes one way in which the two can be brought together for the benefit and empowerment of clients. Specifically, the article presents a model for using focus group research directly and immediately in subsequent group counseling, a model reminiscent of the ideal that the counselor has an ethical responsibility to understand the client's life as the mediating context of the therapy. Traditional wisdom in group work recognizes the importance of group socialization as the basis for group cohesiveness, the vital ingredient for therapeutic progress. Using a focus group model may shorten this socialization process and may give group members a more complete understanding of the concerns they share with one another. The model may also serve to clarify the nature and purpose of the group in terms of therapeutic gains realized

ED 378 505 CG 025 907

Simon, Toby B.; Harris, Cathy A.
Sex without Consent. Volume I: Peer Education Training for Secondary Schools.
PUB DATE- 93
NOTE- 140p.; For volume II (college and university level), see CG 025 908.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Ethical Instruction; *Intervention; Modeling (Psychology); Peer Groups; Peer Influence; *Peer Teaching; *Rape; Secondary Education; *Secondary School Students; Sex Education; *Sexual Abuse; Sexuality
IDENTIFIERS- Peer Facilitators; *Sexual Violence

Sexual assault in the high school community is now at epidemic proportions. This manual provides information as to how educators and trainers can raise awareness about sexual violence and how they can educate boys and girls in high school about this epidemic. The guide draws on the Sexual Assault Peer Education (SAPE) program; it is believed that peer educators afford one of the more appropriate ways to inform students. The SAPE program outlines every step of the peer process, from recruiting students to actual workshops. The training program serves two purposes: (1) It prepares peer educators for their workshops; and (2) It opens dialogue among peers about sexual assault. The manual is presented in two parts. Part 1, "A Peer Education Program," presents ways to start and sustain a peer program. Included is information on organizational meetings, the logical presentation of peer sessions, post-training workshops, and some parting thoughts. The second part, "Activities for Classroom Teachers," presents five different activities that teachers can use to heighten students' awareness of sexual assault. Fifteen appendices provide bibliographic information, policy statements, sample recruiting and radio ads, rape statistics, worksheets, tips on facilitating meetings, and other helpful information. (RJM)

ED 378 506 CG 025 908

Simon, Toby B.; Harris, Cathy A.
Sex Without Consent. Volume II: Peer Education Training for Colleges and Universities.
PUB DATE- 93
NOTE- 137p.; For volume I (secondary school level), see CG 025 907.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *College Students; Ethical Instruction; Higher Education; *Intervention; Modeling (Psychology); Peer Groups; Peer Influence; *Peer Teaching; *Rape; Sex Education; *Sexual Abuse; Sexuality
IDENTIFIERS- Peer Facilitators; *Sexual Violence

One in four college women is a victim of rape or attempted rape. This manual, intended for educators and trainers, presents ways to raise awareness about sexual violence and shows how campus leaders can educate college men and women about this epidemic. The guide draws on the Sexual Assault Peer Education (SAPE) program; it is believed that peer educators afford one of the

ED 378 524 CS 011 943

McCabe, Don
220 Names/Faces 220 Dolch Words Are Too Many for Students with Memories Like Mine. AVKO "Great Idea" Reprint Series No. 601.
PUB DATE- 76
NOTE- 38p.; For other documents in this series, see CS 011 944-960.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Vocabulary; Elementary Education; Sight Method; *Sight Vocabulary; Teaching Methods; *Vocabulary Development; *Word Lists; *Word Recognition
IDENTIFIERS- *Dolch Basic Sight Vocabulary; Word Families

This booklet discusses a procedure to assist students experiencing difficulty in learning the "Dolch Basic Sight Vocabulary of 220 Words" and rearranges a list of 220 words to make it easier for students to learn. The procedure discussed in the booklet is based on the "word family" approach, in which words like "all call, fall, and small" are taught as part of the "-all" family of words. Using this approach, the booklet lists 170 Dolch sight words (arranged by vowel sound) that can be taught using the word family approach. The booklet also includes a list of the 50 Dolch words that can be taught using sight methods, as well as advice on daily, short drills to learn the words. (RS)

ED 378 525 CS 011 944

McCabe, Don
A Common Sense Approach to Controlled Word Lists. AVKO "Great Idea" Reprint Series No. 604. Revised Edition.
PUB DATE- 82
NOTE- 15p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Language Experience Approach; *Reading Instruction; Reading Strategies; *Word Lists; *Word Recognition
IDENTIFIERS- *Words

The premise of this booklet is that reading should be taught from the beginning to all students with the techniques and materials and orders of presentation that have been found to be effective in remediation, such as the concept of controlled lists. It is "common sense" to teach words in such lists in phonic context, rather than the phonic isolation common to many commercially available word lists. The standard Language Experience Approach (LEA) can be modified to teach students systematically words in both phonic and sentence context. To put controlled lists into effective use, keep the number of new irregular or sight words to a minimum, give maximum exposure to "known" words, introduce "word families" one at a time, and gradually introduce sight words from grades 1-12. It is the least frequently used word families or phonic principles that need the most drilling. Frequency of appearance is a starting place to pick the sight words and word families to teach, and to determine in what order. (Contains 14 references.) (RS)

ED 378 548 CS 011 968

Langer, Judith A.; And Others
Reading Assessment Redesigned: Authentic Texts and Innovative Instruments in NAEP's 1992 Survey.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Methods; Grade 4; Grade 8; Grade 12; Intermediate Grades; *Reading Achievement; *Reading Comprehension; Reading Research; Secondary Education; Sex Differences; *Student Evaluation
IDENTIFIERS- Alternative Assessment; *National Assessment of Educational Progress; Reading Uses; *Text Factors

Highlighting the important innovations embodied in the 1992 National Assessment of Educational Progress' (NAEP) Reading Report Card, this report provides information on how the NAEP's large-scale reading assessment is evolving in response to changing perceptions of reading development and assessment procedures. Included in the report is an overview of the theoretical framework underlying the assessment, a description of and presentation of reading materials used in the assessment, a discussion of students' performance on constructed-response questions, and a presentation of example questions. Major findings discussed in the report include: (1) at grades 4, 8, and 12, students' average performance was highest on multiple choice questions, somewhat lower on short constructed-response questions, and lowest on extended-response questions; (2) the advantage of female students over male students in reading achievement was more evident for the short constructed-response questions than for multiple-choice questions, and the most evident for extended-response questions; and (3) when demonstrating comprehension of texts that they had selected from a compendium of seven short stories, eighth and twelfth graders demonstrated relative success in answering the constructed-response questions. Also included in the report are results of students' performance in reading for different purposes. Finally, two special studies conducted in 1992 are highlighted in the report--a literary selection task and a comparison of oral and written responses to comprehension questions. Contains 31 tables and five figures of data. A procedural appendix is attached. (RS)

ED 378 549 CS 011 969

Campbell, Jay R.; And Others
Interviewing Children about Their Literacy Experiences: Data from NAEP's Integrated Reading Performance Record (IRPR) at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 98p.; For related documents, see CS 011 970-971.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Grade 4; Intermediate Grades; Interviews; *Reading Achievement; *Reading Attitudes; *Reading Habits; Reading Instruction; *Reading Interests; Reading Research; *Recreational Reading

ED 378 568 CS 011 988

AFT/Chrysler Report on Kids, Parents, and Reading: A National Survey of Teachers on Reading and Writing.
SPONS. AGENCY- American Federation of Teachers, Washington, D.C.; Chrysler Corp. Fund.
PUB DATE- 26 Oct 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; National Surveys; Parent Participation; *Reading Attitudes; Reading Research; Reading Writing Relationship; *Teacher Attitudes; Writing Achievement; *Writing Attitudes; Writing Improvement; Writing Research
IDENTIFIERS- Teacher Surveys

This third annual survey investigated teachers' attitudes about writing and reading. Subjects, 507 K-5 teachers and middle, junior high, and senior high school teachers of math, science, social studies, and English teaching in public or private schools, were surveyed by telephone. Results indicated that: (1) a majority of teachers considered reading to be the single most important skill for students to learn, followed by mathematics and writing; (2) writing is the skill in which most teachers see the most room for improvement among students; (3) although secondary school teachers were the most likely to place a high priority on writing, they were the least likely to give the development of writing skills high priority in their classes or to have their students write for them every day; (4) the first principle in the teaching of writing is the interconnection between writing and reading; (5) parents play a major role in the development of their children's reading and math skills, but little part in the development of their writing ability; and (6) to help develop children's writing skills, what teachers most wanted parents to do was to read to their children and to take them to the local public library. (Contains four tables and three figures of data.) (RS)

ED 378 569 CS 011 991

Slavin, Robert E.; And Others
Cooperative Integrated Reading and Composition (CIRC): A Brief Overview.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 5p.; An NDN Developer/Demonstrator Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Cooperative Learning; Demonstration Programs; Elementary Education; *Integrated Curriculum; Junior High Schools; Program Descriptions; Reading Comprehension; *Reading Instruction; Teamwork; *Writing Instruction
IDENTIFIERS- Direct Instruction

This pamphlet describes the Cooperative Integrated Reading and Composition (CIRC) program, a comprehensive approach to reading and writing instruction for grades 2 through 8. The pamphlet

ED 378 587 CS 214 708

Cobine, Gary R.
Effective Use of Student Journal Writing. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; *Dialog Journals; Elementary Secondary Education; English Instruction; Higher Education; *Journal Writing; Reader Response; *Student Journals; Writing Exercises; *Writing Strategies
IDENTIFIERS- ERIC Digests; Writing Contexts; *Writing Development

Student journal writing can connect reading, writing, and discussing through activities that accommodate diverse learning styles and that further students' linguistic development. The various uses of journal writing can be incorporated into one compact student notebook. A notebook for an English class might consist of a dialogue journal as a preface, a literary journal as the body of the notebook, and a subject journal as the glossary. By keeping a dialogue journal, a "conversation in print" with the teacher, students develop during a semester from self-expressive writers to expressively communicative writers. By keeping a literary journal (a written record of personal responses to passages from literature) students read actively, responding throughout their reading. A subject journal, a record of written responses to expository texts, could serve as the glossary of the student notebook by including: (1) responses to background readings such as biographies, histories, and genre students; (2) a personalized dictionary of literary and linguistic terms for investigation; and (3) a personalized stylebook of rhetorical, grammatical, and mechanical concerns. (RS)

ED 378 588 CS 214 710

Murray, Dorothy S.
Crashing the Language Barrier! The English Language: The Way It Is.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- Apr 89
NOTE- 82p.; Funding also received from the Adams County Library System.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Adult Education; Adult Programs; *English; Independent Study; Language Role; *Language Skills; *Reading Improvement; Syllables; Vowels
IDENTIFIERS- Historical Background

Intended for adults in search of improved language skills and their leaders, this handbook provides opportunities to strengthen abilities to listen, observe, organize, solve problems, evaluate, and draw tentative conclusions about the

ED 378 607 CS 508 779

Markham, Reed
The Super Information Highway: Developing Your Child's Communication Skills with New Technologies.
PUB DATE- 1 Feb 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; *Computer Anxiety; Computer Attitudes; *Computer Literacy; Computers; Computer Uses in Education; Elementary Secondary Education; Parent Role
IDENTIFIERS- *Technology Integration

The student who has an understanding of computers and other modern technologies is becoming important in college and in the workplace. Two California State Universities now require a personal computer for incoming freshmen. Vice President Albert Gore has urged all Americans to get on the information superhighway. Parents can assist their child and their child's school to get on the superhighway by, first, recognizing the value of learning new technologies. Technology is rapidly changing most professions. Second, parents can encourage their child's school to use modern technology in the classroom. Third, parents can advocate computer literacy as a major focus of the child's curriculum. Parents who themselves have difficulty with new technology should keep the following in mind when thinking about computer use for their children. First, fear of technology can be cured; psychologists have developed several approaches to curing fear and anxiety associated with computer use. Second, computers should not be pushed on preschoolers because they require a perceptually rich environment. Third, computers can distance children from real life. According to Craig Brod, "computers can promote in children a distorted sense of time, mental fatigue, social isolation, and an unhealthy attachment to machines." (TB)

ED 378 608 CS 508 780

Weiss, Robert O.
Public Debate and the Validation of Human Judgment.
PUB DATE- 22 Nov 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; *Cultural Context; *Debate; *Debate Format; *Evaluative Thinking; Higher Education; Public Speaking; Speech Communication
IDENTIFIERS- Cross Examination Debate Association; Debate Tournaments; *Reflective Judgment

It is possible for any forensics organization or other body to center its activity upon public debates. Academic institutions have done so and will continue to do so on the basis that audience debates constitute an appropriate training for

ED 378 626 CS 508 802

Markham, Reed
Parent Communication: Preparing for Parent-Teacher Conferences.
PUB DATE- 16 Feb 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary Education; *Interpersonal Communication; Parent School Relationship; Parent Student Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation
IDENTIFIERS- *Communication Behavior; *Communication Strategies

Parents should keep in mind a number of things when preparing for teacher-student conferences. First, parent-teacher conferences are important to the child's success at school. Parent-teacher conferences give parents the opportunity to deal with any misunderstandings and discuss things that relate to their child's progress in school. It is an opportunity for two-way communication. Second, parents should write down specific questions. If parents feel that their child is receiving too much homework, they should ask, what about all this extra homework? Third, parents should visit their child's classroom as part of the conference. A short tour will make parents aware of what their child is experiencing every day. They might also consider taking some time to leave their child a positive note on his or her desk. Fourth, remember that your child's success is linked to effective parent teacher communication. The child needs to know that his or her parents are working together with the teacher. Fifth, parents should avoid interrogating the teacher. They should try to avoid a rapid-fire series of questions; occasional comment from the parents does much to change the tone of the interview. Sixth, parents should try to remain calm. They should try to avoid getting angry and never make a personal attack on the teacher. (TB)

ED 378 627 CS 508 803

Nielsen, Carol; Sassi, Brenda
Broadcast News: An Interdisciplinary Project.
PUB DATE- 94
NOTE- 10p.; A product of Project SEED.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; *Broadcast Journalism; Class Activities; *Closed Circuit Television; Feature Stories; Grade 4; Interdisciplinary Approach; Intermediate Grades; *News Reporting; Program Descriptions; *Student Projects
IDENTIFIERS- Maine School Administrative District Number 43

Fourth graders in the Meroby School, Mexico, Maine, produce a weekly news program that is transmitted to all classrooms via closed circuit television. The classroom teacher is in charge of day-to-day preparation, working on the writing and the necessary skills with students. Teachers and students use their creativity to come up with new programming ideas. At this school, the gifted/talented teacher works with the classroom teacher on the programs. Students spend about three hours preparing the half-hour program. The shows take many forms--contemporary news, theme shows, and other special programs

ED 378 644 EA 026 403

Frase, Larry E.; Conley, Sharon C.
Creating Learning Places for Teachers, Too.
PUB DATE- 94
NOTE- 120p.; Volume 3 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Organizational Development; Organizational Theories; Quality of Working Life; Teacher Motivation; *Teacher Role; *Teaching Conditions; *Total Quality Management; Work Environment
IDENTIFIERS- *Total Quality Education

This book advances the premise that teachers, in addition to students, must be viewed as customers of the school. Teachers' jobs and work environments must therefore be redesigned for maximum professional growth and development. Unless teachers are supported in developing a quality work environment, efforts to improve schools will be marginally successful. Chapter 1 elaborates the concept of teachers and students as customers. The second chapter examines the motivation of teachers through "profound knowledge," knowledge that is essential for building a supportive workplace. Ways to increase teacher involvement are described in the third chapter. The process of "kaizen," or continuous improvement, is examined in chapter 4. The final two chapters offer strategies for consensus decision making and fostering continual learning for teachers. A total of 13 exhibits and 11 figures are included. Key concepts and terms are defined at each chapter's end. (LMI)

ED 378 645 EA 026 404

Sagor, Richard; Barnett, Bruce G.
The TQE Principal: A Transformed Leader.
PUB DATE- 94
NOTE- 168p.; Volume 4 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; Administrator Effectiveness; Administrator Role; Decision Making; Elementary Secondary Education; *Instructional Leadership; *Leadership; *Leadership Styles; *Organizational Development; Organizational Effectiveness; *Total Quality Management
IDENTIFIERS- *Total Quality Education

This book offers guidelines for school administrators who want to apply the principles of Total Quality Management to the organizational challenges faced by schools. Based on W. Edwards Deming's nine attributes of successful leadership, the book

ED 378 662 EA 026 422

Shelton, Maria M.; Bauer, Laurie K.
Secrets of Highly Effective Meetings. The Practicing Administrator's Leadership Series.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agenda Setting; Conflict Resolution; *Educational Administration; Educational Planning; Elementary Secondary Education; Group Dynamics; Interprofessional Relationship; *Meetings; *Organizational Communication; Staff Meetings

Whenever educators gather to achieve a common goal, every participant should arrive with a sense of purpose and leave with a feeling of accomplishment. This book explains how to make meetings more efficient and effective. It outlines: (1) the correlation between excellent meetings and excellent results; (2) how to plan, open, conduct, and follow through with meetings; and (3) strategies for managing problems that arise during meetings. Chapter 1 addresses how morale, culture, planning, team building, and change are enhanced through productive meetings. Chapter 2 examines different meetings in which school leaders participate--parent, faculty, grievance, community groups, media, student, and opening and closing school sessions. Chapter 3 stresses the importance of determining if a meeting is necessary, and if so, establishing the purpose, agenda, handouts, time, place, participants, and minutes. The leader's role in terms of establishing climate, facilitating the group, observing body language, building consensus, closing, evaluating, and acting on evaluations is described in the fourth chapter. The final chapter analyzes common conflict situations and illustrates ways to handle them. A resource list contains planning tools, such as sample communications and checklists. An annotated bibliography of 22 references is included. (LMI)

ED 378 663 EA 026 423

Katz, Neil H.; Lawyer, John W.
Resolving Conflict Successfully: Needed Knowledge and Skills. The Practicing Administrator's Leadership Series.
PUB DATE- 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; *Conflict Resolution; *Educational Administration; Elementary Secondary Education; Intergroup Relations; *Interpersonal Communication; Interprofessional Relationship; *Listening Skills; Models; Organizational Communication; *Problem Solving; Receptive Language

This book is the second of a three-volume series on conflict resolution for educational administrators. Following the introduction, the first three chapters discuss the following

ED 378 684 EA 026 448

Corporate Support of Education, 1993.
PUB DATE- 94
NOTE- 21p.; For the 1992 report, see ED 374 533.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Corporate Support; Corporations; *Donors; *Educational Finance; Elementary Secondary Education; Endowment Funds; Higher Education; Industry; Philanthropic Foundations; *Private Financial Support; School Business Relationship; *School Support

This document was published by the Council for Aid to Education, the only national nonprofit organization that focuses on education and private giving, particularly corporate giving. The first part presents national estimates for corporate contributions made during 1993. Preliminary data for 1994 indicate little if any growth, though the outlook for 1995 is somewhat more positive. Some of the findings were: (1) Adjusted for inflation, contributions have climbed 8 percent annually between 1976 and 1985, and have fallen an average of almost 1 percent annually since; (2) Corporate foundations continue to play a major role in bolstering consolidated corporate giving; (3) Corporate support of educational causes represented 42 percent of total contributions in 1993; (4) Higher education received the bulk of education support; and (5) The ratio of contributions to pretax income fell from 1992-93, while profits climbed. The second part presents results of the 1993 Survey of Corporate Contributions. A total of 321 out of 371 companies responded. The data are supplemented by findings of the Council's Voluntary Support of Education (VSE) survey. One highlight of the survey findings is that: education received the largest share--43 percent, or $759 million--of the $1.767 billion reported given to specific causes in the United States in 1993. Second, colleges and universities secured almost 73 percent of the education dollars. And finally, gifts of company products and property accounted for 16.4 percent of contributions to all causes. Fifteen tables and 13 figures are included. (LMI)

ED 378 685 EA 026 453

Kane, Cheryl M.
Prisoners of Time: Research. What We Know and What We Need To Know.
PUB DATE- Sep 94
NOTE- 61p.; For related documents, see EA 026 454 and ED 366 115.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Efficiency; Elementary Secondary Education; *Extended School Day; *Extended School Year; Flexible Progression; Nongraded Instructional Grouping; Professional Development; Scheduling; *Time Factors (Learning); *Time Management; Time on Task

The Education Council Act of 1991 Established the National Education Commission on Time and Learning as an independent advisory body and called for a comprehensive review of the relationship between time and learning in American schools. The commission's report, released in May 1994, found that school reform is destined to founder unless programs provide time for

ED 378 703 EA 026 488

School Facilities: Condition of America's Schools. Report to Congressional Requesters.
PUB DATE- Feb 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Environment; *Educational Facilities; *Educational Facilities Improvement; Educational Finance; Elementary Secondary Education; *Federal Aid; Hazardous Materials; *School Buildings; *School Maintenance; School Safety; School Support

This document presents findings of a study to be used as a basis for determining the condition of the nation's school facilities. This report presents information on the amount of funding the nation's schools report is needed to improve inadequate educational facilities, and on the overall physical condition and prevalence of schools that need major repairs. Data were obtained from: (1) a survey of school officials in a nationally representative random sample of about 10,000 schools in over 5,000 school districts, which elicited a 78 percent school response rate; and (2) site visits at 41 schools in 10 school districts. The data project that the nation's schools need about $112 billion to repair or upgrade facilities. Of this, $11 billion (10 percent) is needed over the next 3 years to comply with federal mandates that require schools to make all programs accessible to all students and to remove or correct hazardous substances. About one-third of the schools, which were distributed nationwide, reported the need for extensive repair or replacement of one or more buildings. Almost 60 percent of the schools reported at least one major building feature in disrepair, requiring extensive repair or replacement. Most of these schools had multiple problems. In addition, about half reported at least one unsatisfactory environmental condition in their schools. Some district officials attributed the declining physical condition of schools to decisions by school districts to defer vital maintenance and repair expenditures due to lack of funds. Appendices contain 10 district profiles, photographs of the worst conditions, a list of project advisors, a copy of the questionnaire, data points for the report findings, acknowledgements, and GAO contacts. (LMI)

ED 378 704 EC 303 592

Ashline, Melissa
Consumer Involvement in Evaluation and Quality Assurance Efforts: Review of Current Efforts in the Field of Developmental Disabilities.
PUB DATE- Oct 93
NOTE- 24p.; Paper presented at the Conference of the Mid-Western Educational Research Association (October 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Delivery Systems; *Developmental Disabilities; Elementary Secondary Education; Normalization (Disabilities); *Parent Participation; Parent School Relationship; *Participant Satisfaction; *Program Evaluation; *Quality Control; Quality of Life; *Total Quality Management
IDENTIFIERS- *Empowerment

ED 378 722 EC 303 618

What's Working: Topics in Inclusive Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 17p.; A product of the Together We're Better Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Community Programs; Conflict Resolution; *Disabilities; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Needs Assessment; Parent Attitudes; Problem Solving; *Social Integration; State Surveys; Teacher Effectiveness
IDENTIFIERS- Family Needs; *Minnesota

This newsletter focuses on what works in inclusive education. A major article is "Inclusive Education: Needs of Minnesota Families--Major Findings from a 'Together We're Better' Study." This article presents findings of a statewide survey of families of children with disabilities. Findings are categorized within four areas: (1) educational placement; (2) parent satisfaction; (3) inclusion of students in general education; and (4) parent support teams. Other articles include: "Inclusive Education: Nathan's Story" (Jean Trainor); "Inclusive Communities Support Effective Conflict Resolution" (Jo Montie and Terri Vandercook); "A Problem Solving Process" (Gary Hoganson and Laura Medwetz); "Together We're Better: Resources for Inclusive School Communities" (Laura Medwetz and Mary McDevitt); "What Makes Educators Effective Facilitators of Inclusion?" (Jennifer York and others); "Why Educators Support Self-Determination for Students with Disabilities"; and "The Perfect Pumpkin: A True Story" (Chuck Palmer). Columns present ideas for classroom practices, list resources for educators and families, and list events concerned with integration. (DB)

ED [illegible] 723 EC 303 619

Sandoz, Charles J.
OSHA and ADA: "Reasonable Accommodation" in Training Persons with Developmental Disabilities.
PUB DATE- 4 Jun 93
NOTE- 23p.; Paper presented at the Annual Convention of the American Association on Mental Retardation (117th, Washington, DC, June 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accident Prevention; Adults; Civil Rights Legislation; Coding; *Compliance (Legal); Developmental Disabilities; Employment; Federal Legislation; Hazardous Materials; Instructional Effectiveness; Labor Legislation; *Mild Mental Retardation; *Occupational Safety and Health; On the Job Training; Pictorial Stimuli; Public Health Legislation; *Safety Education; Safety Equipment; *Training Methods
IDENTIFIERS- *Americans with Disabilities Act 1990; Iconic Representation; *Occupational Safety and Health Act 1970

This paper documents an approach to meeting the training requirements of the Occupational Safety and Health Act (OSHA) and the "reasonable accommodation" requirements of the Americans with Disabilities Act (ADA) for individuals with developmental disabilities. It describes a training program

ED 378 743 EC 303 640

Kappan, David
On Simulating Blindness.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Blindness; *Consciousness Raising; *Experiential Learning; *Misconceptions; Safety; Simulated Environment; *Simulation; Training Methods
IDENTIFIERS- *Attitudes toward Disabled

Many educators in facilitative roles have approached the subject of visual disabilities by constructing activities designed to simulate blindness, using a blindfold or similar device. Participants are subsequently encouraged to perform rudimentary tasks such as eating a meal or moving about with a sighted companion as a guide. Frequently, individuals will emerge from experiences where they have worn a visual occluder with the impression that they have, in essence, experienced what it is like to be blind. Serious misconceptions may be created as the result, due to the potential for creation of false impressions, and the issue of safety while moving about the environment when occluded and without proper training. Simulation participants have had no instruction in the skills of blindness, such as cane travel, and thus their lasting impression is that being blind is hard and there is not much that can be done. Safety issues arise in situations involving stairways, overhanging objects, or narrow passageways. A more favorable approach would be to invite positive community role models who are blind or parents of a child with blindness to the classroom and create an exchange among those in the class and the guest. (JDD)

ED 378 744 EC 303 641

The Name of the Game: Employment. Twentieth Institute on Rehabilitation Issues.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Change Strategies; Compliance (Legal); *Delivery Systems; *Disabilities; Employer Attitudes; Employment Patterns; *Employment Services; Federal Legislation; Government Role; *Job Placement; Leadership; Participant Satisfaction; *Vocational Rehabilitation

This document focuses on employer/employment services in vocational rehabilitation (VR) programs. Vocational rehabilitation is undergoing transformation in employment services to respond to redefined priorities, diverse populations, changing labor markets, state-of-the-art technologies, legislative mandates, and economic factors. Changes in employment trends have necessitated new approaches to placement of individuals with disabilities. The themes woven

ED 378 761 EC 303 660

Jeffery, Kelly
Tourette Syndrome and Stigma: A Place from Which Parents Advocate. Special Project in Sociology/Anthropology.
PUB DATE- 8 Aug 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Disorders; Child Advocacy; Definitions; Elementary Secondary Education; *Emotional Disturbances; Foreign Countries; Interaction; Intervention; *Neurological Impairments; Peer Acceptance; Self Actualization; *Social Adjustment; Social Isolation; *Socialization; *Symptoms (Individual Disorders)
IDENTIFIERS- *Symbolic Interactionism; *Tourette Syndrome

This paper presents a historical background and definition of Tourette Syndrome (TS), a review of the literature, and a view of the TS person as stigmatized in society. Social processes are examined through the eyes of the TS individual, and the impact of education on the TS person is examined. TS is viewed as the presence of motor or vocal tics, with the associated features of attention deficit (hyperactivity) disorder, learning disorders, sleep disorders, aggressive behaviors, mood disorders, self-injurious behavior, anxieties and phobias, obsessions and compulsions, and sensory integration problems. The literature review addresses the focus of existing research, diagnostic confusion, treatment, education, families, and social problems. Social stigma is discussed within the framework of Symbolic Interactionist theory, exploring the problem of acceptance, treatment, invasion of the private self and self development, the parental role, the educational setting, and life chances. Researchers are urged to address social issues in their research of TS; education of physicians and educators is recommended; and parents are encouraged to become advocates for their children. Appendixes list examples of motor and vocal tics, classroom strategies, causes of school problems, and phases of learning. (Contains 62 references.) (JDD)

ED 378 762 EC 303 661

Willis, Scott
Making Schools More Inclusive: Teaching Children with Disabilities in Regular Classrooms.
PUB DATE- Oct 94
NOTE- 9p.; Broken type on pages 1 and 2.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Change; Educational Methods; Elementary Secondary Education; *Inclusive Schools; Normalization (Disabilities); Social Integration; Special Education; Student Needs

This newsletter theme issue focuses on issues in including students with disabilities in regular education. The Individuals with Disabilities Education Act calls for students to be placed in the least restrictive environment, which is presumed by some educators to be the regular classroom. The drawbacks of separate programs are not felt to be offset by clear benefits. Grouping children with like disabilities can be

Colleges and Technical Colleges" (Larson); "Learning Strategies Concerns among ABE Adult Basic Education Practitioners" (Martin, Fisher); "The Great Tradition Revisited" (Morris); "In Their Own Voices" (Reif); "Threats and Promises" (Schultz, Sparks); "Effectiveness, Cost, and Cost-Effectiveness of Education To Achieve Health Goals" (Splett); "Correlating the High School Tests of General Education Development and the Official GED Practice Test" (Stewart); "Educational Orientation and Job Satisfaction" (Suvedi); "Knowledge Structures Underlying Real World Practice" (Thomas, Englund); "An Investigation of the Relationship between Self-Directed Learning Projects and Progress toward Individuation" (Wilson, Knapp); "Adult Mathematics Learning" (Wolfe); "Teaching toward Self-Directedness" (Ellis); "Issues for Non-Traditional Undergraduate Students Living in Traditional College and University Residence Halls" (Herr); "Practitioner Conducted Evaluation Studies" (Jazwiec); "Identifying Critical Factors of Quality" (Kersten); "Putting Behavior in Performance Goals" (Lynn); "Reaching for the Future" (Sandmann); and "Conducting Evaluation in Adult Literacy Programs" (Turner). (KC)

ED 378 308   CE 064 200

Workplace Literacy Project. Computer Aided Instruction in Basic Workplace Skills, May 1, 1991-October 31, 1992. Performance Report, Executive Summary, and Curriculum Guides.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 15 Jan 93
NOTE- 321p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Computer Assisted Instruction; Curriculum Development; Formative Evaluation; Job Skills; Labor Force Development; *Literacy Education; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Summative Evaluation
IDENTIFIERS- *Workplace Literacy

Originally designed to serve 400 employees, the Mott Community College (MCC) Workplace Literacy Project provided instruction in basic workplace skills to 566 employees from 20 companies. The cost was 2 percent lower than projected. All participants were assessed and counseled on the basis of the assessment tests. Individualized training plans were developed for each employee. A written evaluation was administered to each participant at the midpoint of each training sequence. Adjustments to the delivery of the curriculum were made in response to the data: delivering handout materials in a workbook format instead of distributing on a class-by-class basis, additional classroom materials, more site-specific curriculum materials, and more in-depth information on topics. Changes made as a result of the final course evaluation included combining closely related curricula into one training sequence and moving classes from worksite to MCC or the reverse. Local, statewide, and national dissemination activities included articles and speeches at conferences. Appendixes include examples of dissemination products, an evaluation of the project, t-tests for paired samples, employer survey and frequencies, midpoint and final evaluation forms, and weighted data from evaluations of courses, instructors, and

Potential; Engineering Technology; *Equipment Maintenance; High Schools; *Job Skills; Minimum Competencies; Numeracy; Numerical Control; Postsecondary Education; Quality Control; Reading Skills; Safety Education; Science Curriculum; Technical Education; *Tech Prep; Troubleshooting; Two Year Colleges

This document contains 30 units to consider for use in a tech prep competency profile for the occupation of electrical maintenance technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, basic electronics, fundamentals of electronics technology, troubleshooting and repair, microcomputer electronics technology, communications electronics technology, electro-optic technology, electronic product servicing technology, industrial electricity, electrical test and measurement equipment, wiring methods, drafting technology, computer-assisted drafting and design (CADD) fundamentals, equipment maintenance, electromechanical technology, fundamentals of machine anatomy, hydraulics and pneumatics, industrial manufacturing technology, programmable logic controllers, and computerized numerical control. (YLB)

ED 378 327   CE 067 903

Instrumentation Control Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 101p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Communications; Competence; *Competency Based Education; Computer Assisted Design; Computer Literacy; Drafting; Electricity; Electronic Control; Electronics; Employment Potential; Engineering Technology; Equipment Maintenance; High Schools; *Instrumentation; *Instrumentation Technicians; *Job Skills; *Manufacturing; Minimum Competencies; Numeracy; Postsecondary Education; Quality Control; Reading Skills; Safety Education; Science Curriculum; Supervision; Technical Education; *Tech Prep; Troubleshooting; Two Year Colleges

This document contains 22 units to consider for use in a tech prep competency profile for the occupation of instrumentation control technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of

(055)
DESCRIPTORS- Allied Health Occupations; *Articulation (Education); Associate Degrees; Business Education; Community Colleges; Competence; *Curriculum Development; Economic Development; *Educational Change; High Schools; *Integrated Curriculum; Minimum Competencies; Office Occupations Education; *Program Development; Program Implementation; Technical Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Rhode Island

This implementation guide contains information based on experiences that occurred during the development and implementation of the Rhode Island Tech Prep Model. It is intended to assist educators in addressing challenges and obstacles faced by the program early in the planning process. It begins with a rationale for tech prep. Rhode Island statistics are followed by a description of tech prep. Other sections discuss the neglected majority of students as the impetus for the Rhode Island Tech Prep program and the plan that was developed and carried out. A suggested sequence of events that will foster the development and implementation of a tech prep program is in the form of a schedule/worksheet. Recommendations for the recruitment of new schools are made. The next section focuses on how tech prep works, including curriculum reform, programs to be developed, and student profile. Tech prep activities are then described. The sections that follow provide the following: suggested strategies and recommendations for the development of a successful program; suggestions for marketing a tech prep program; future plans for tech prep in Rhode Island; success stories; and principles of articulation. The guide concludes with the tech prep curriculum at the high school level with suggested competency guidelines and the tech prep courses of study at the Community College of Rhode Island for specific technical programs, business/office administration, and allied/dental health. (YLB)

ED 378 346 CE 067 925

Rhode Island Tech Prep Program Guide. Tech Prep Associate Degree Program. Technical Programs. Business/Office Administration Programs. Allied Health/Dental Health Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 37p.; For related documents, see CE 067 924-928.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Allied Health Occupations; *Articulation (Education); Associate Degrees; Business Education; Community Colleges; Competence; *Curriculum Development; *Educational Change; High Schools; *Integrated Curriculum; Minimum Competencies; Office Occupations Education; *Program Development; Program Implementation; Technical Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Rhode Island

This program guide for educators outlines how the tech prep program has evolved in Rhode Island, the type of students most likely to benefit from the program, and how the program works. It begins with tech prep success stories, tech prep associate degree activity timeline, and director of Community College of Rhode Island (CCRI) Tech Prep administration/staff and participating high schools. A rationale for the program

Its greatest accomplishment was the collaborative relationship that was established. The number of offenders who learned to read and write, received high school diplomas or GED certificates, and obtained employment indicated success. However, the number of participants who violated their probation and the lack of any statistically significant reduction in recidivism demonstrated that the program did not meet all its objectives. A job development program was established that performed assessment of the probationers' interests, job skills, educational level, and motivation for success. Emphasis was placed on gaining employment skills in job workshops. As part of the program, library resources for correctional facilities were assessed, and educational programs for offenders were identified. Evaluation findings indicated no short-term effects of participation in literacy training on recidivism. (YLB)

ED 378 364 CE 067 972

Stecher, Brian M.; And Others
Improving Perkins II Performance Measures and Standards. Lessons Learned from Early Implementers in Four States.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Educational Legislation; Educational Policy; *Federal Legislation; Federal State Relationship; Policy Formation; Postsecondary Education; *Program Improvement; *Public Policy; Secondary Education; *State Standards; Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

A study examined implementation of the accountability and program provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Perkins II) in four unnamed states that were "early adopters" of the Perkins II measures and standards. In each state, staff in the state agencies administering secondary and postsecondary vocational education were interviewed along with administrators and instructors from secondary and postsecondary vocational institutions in two geographically separated regions. The interviews established that, although substantial progress has been made in implementing measures and standards, much work remains to be done to make the systems function as envisioned in Perkins II. Two sets of factors were identified as contributing to variations in states' responses to performance measures and standards. The first set were within the sphere of influence of federal policy, whereas the second set flowed from state/local contexts and are thus less directly subject to federal policy intervention. The following recommendations were directed toward federal policymakers: clarify the interrelationships among Perkins II mandates and coordination of Perkins II initiatives, create models for outcome-based program improvement, provide focused technical assistance regarding choices and resources, and address common measurement problems. (Appended are the state and local interview guides.) (MN)

ED 378 365 CE 067 974

Miller, Michael T.
Whatever Happened to the RCU? The Changing Face of State-Level

business owners. The population for the study was women business owners who are members of the National Association of Women Business Owners in Houston, Texas. Questionnaires were developed and mailed to 136 chapter members, with usable responses received from 42 (31 percent). Most of the women who responded were owners of very small businesses, and the majority had been in business less than 10 years. The study found that women owners of smaller, younger companies are more likely to be focused on changing trends in training, such as interpersonal skills or employee needs. Owners of older, more established companies are more likely to see training as part of their strategic planning; they are more supportive of long-term employee development and training that teaches employees how to learn. Owners of companies older than 20 years were least likely to agree that their training programs have been extremely successful. The study did not determine whether the training attitudes found are gender related. (Contains 10 references.) (KC)

ED 378 383 CE 068 030

Best Practices. A Resource Book for Volunteer Tutor Program Coordinators.
PUB DATE- 94
NOTE- 87p.; Compiled by Tacoma Community House Training Project and Washington Literacy. For a related document, see CE 068 031.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Community Relations; Educational Facilities; *Educational Practices; Educational Resources; Evaluation Methods; *Literacy Education; *Program Administration; Student Evaluation; Student Recruitment; *Tutoring; *Volunteers; Volunteer Training
IDENTIFIERS- Washington

Gathered from practitioners in Washington state, this resource book contains composite lists of volunteer tutor management ideas and practices for teachers of literacy and English as a second language. The guide brings together into one reference work the ideas and resources gathered from 28 programs. The guide is organized around the three major sections of the Washington state standards for high quality volunteer adult tutoring programs: management, students, and volunteers. Included in the management section are ideas and practices related to the following: mission statements, program goals, governance, community relations, resource development, liability, personnel management, facilities, and management evaluation. The students section covers the following: student outreach, first contact with students, student intake, student assessment, student orientation, matching tutors and students, ongoing support, student participation, and student evaluation. In the volunteers section of the guide, the following lists are included: volunteer recruitment, job descriptions, volunteer intake, volunteer interviews, volunteer orientation, training, ongoing support, materials, support contact, and volunteer evaluations. (KC)

ED 378 384 CE 068 031

Best Practices Samples. A Companion to Best Practices. A Resource

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Learning; Adult Students; *Classroom Techniques; *Educational Philosophy; Inservice Teacher Education; *Professional Development; Student Evaluation; Teacher Behavior; Teacher Effectiveness; Teacher Improvement; Teacher Workshops; *Teaching Methods

This Teaching Adult Learners Kit (TALKit) is an inservice "cafeteria" that offers many choices to the workshop planner/facilitator. The core of the kit is a series of structured workshop activities designed to help teachers build a teaching foundation--a working philosophy for adult education. Activities focus on three areas: the philosophy of teaching and learning, understanding adult learners, and effective teaching of adults. The workshop activities are all interactive, hands-on learning experiences. Introductory materials discuss the role of the facilitator and include a chart that describes each activity and areas of focus and annotated listing of videotape resources. Each of the 10 activities has some or all of these components: introduction, purpose, materials list, preparation, organization, time, numbers, followup, transparency masters, handouts, and supplementary materials. Activities are as follows: "drawing" conclusions about teaching adults; nothing personal, but...; speak out on learning; straight talk; TALK about adult learners; teachers make it work; thumbs up, thumbs down; when I teach I...; words of wisdom; and worth a thousand words. Followup options are included for teachers who want more information, a deeper experience, or resources to help them prepare a personal professional development plan. Appendixes include sample inservice programs and masters for producing a teacher journal. (YLB)

ED 378 402 CE 068 076

Parsons, Michael H.
Accountability, Assessment & Adult Development: Focus Groups and Program Evaluation.
PUB DATE- 10 Dec 94
NOTE- 23p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 10, 1994). Attachments contain broken print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Community Colleges; Cooperative Planning; Corporate Support; *Educational Change; Education Work Relationship; *Labor Force Development; *Partnerships in Education; Program Evaluation; *Role of Education; School Business Relationship; Two Year Colleges
IDENTIFIERS- *Focus Groups Approach

The National Alliance of Business (NAB) reported recently on the National Workforce Assistance Collaborative that works with community colleges and other educational institutions to build their capacity to develop the work force of the 21st century. NAB had conducted a series of focus groups with participants from business, industry, education, government, and social services agencies to identify critical needs, important stakeholders, and promising delivery systems. Community colleges were already using the focus group process to enhance regarding the importance of selected training topics and to determine the extent to which these topics are included in current training programs for extension personnel. A descriptive survey using a five-point Likert-type scale asking respondents to rate the importance of selected topics in orientation, inservice, and preretirement training was developed and mailed to all 148 extension directors, administrators, and staff development personnel in the United States. Usable responses were obtained from 85 percent of the subjects (126). In the area of orientation training, "extension communication and teaching methods" was rated the most important orientation topic for new field personnel, but only 75 percent indicated that this topic was covered in the training. "Coalition building" was rated the most important inservice topic, and 86 percent indicated this topic was included in the training. In addition, "subject matter training" was rated the second most important topic and was included in 96 percent of the training. All respondents rated "income planning" as the most important component of preretirement training; it was included in 62 percent of the training. The study concluded that the training topics included in training programs for extension personnel are not necessarily the ones perceived most important by the respondents. Recommendations were made to reassess the topics for training programs and to make adjustments as determined by personnel needs. (KC)

ED 378 420 CE 068 131

San Jose, Christine
Creating a Classroom Magazine. Teacher to Teacher.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 95
NOTE- 3p.; Adapted from an article in "Book Links" July 1994.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Classroom Techniques; Guidelines; *Literacy Education; *Periodicals; Student Developed Materials; *Student Publications; *Teaching Methods; Writing for Publication

Classroom magazines used in adult literacy classes can focus on particular topics of study, or they can consist of more general articles. Classroom publishers should think about the following elements when they are producing a magazine: (1) students must decide what they want the magazine to be and develop a mission statement; (2) an editorial staff must be set up; (3) the staff should compare possible articles to the magazine's mission statement in order to decide what to include; (4) the material should be copy-edited and checked for accuracy, providing material for lessons on grammar and spelling; (5) a graphics staff should consider student submissions of artwork and photos; (6) a distribution and promotion staff should promote the magazine; and (7) the teacher and staff should enjoy the work and excite the readers. (KC)

ED 378 421 CE 068 135

Employment Outlook Survey. 2nd Quarter 1995.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 148p.; For related modules, see CE 068 153-167. Some handouts may contain very small or broken type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; Definitions; Health Services; *Hospital Personnel; Learning Activities; Learning Modules; *Literacy Education; *Medical Vocabulary; *Vocabulary Development; Workshops
IDENTIFIERS- *Workplace Literacy

Developed by educators from the Emily Griffith Opportunity School, this teacher's guide presents a course in health care vocabulary for secretaries, medical records personnel, laboratory assistants, shipping personnel, and patient relations personnel in health care facilities. The course, which should require 10-14 hours of instruction, contains lessons that cover the following topics: introduction--medical systems, word parts, Greek and Latin derivatives, prefixes and suffixes, common medical terms, and mnemonics. Half of the lessons are devoted to review and practice activities; pre- and post-tests and an evaluation section are also included. Lessons consists of a topic, objectives, instructor information, materials (multiple handouts), and activities with teacher notes. Contains 13 suggested medical resources. (KC)

ED 378 442 CE 068 167

Gravely, Mary Liles
Writing It Right: A Writing Course for Police Officers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 15 Jun 94
NOTE- 69p.; For related modules, see CE 068 153-166.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Business Correspondence; Learning Activities; Learning Modules; *Literacy Education; Police; *Police Education; Workshops; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Workplace Literacy

Developed by educators from the Emily Griffith Opportunity School, this teacher's guide presents an 8-hour course in writing for police officers. The course is designed to help officers improve the accuracy and appearances of their reports and to help them take responsibility for becoming more independent writers. Each of the four lessons in the course focuses on an area of writing that will give the writer the tools to become a more accurate, concise communicator: sample reports and business letters; grammar, punctuation, and spelling; report writing and writing organization; and editing reports. Lessons consist of objectives, materials lists, time needed, learning activities, and handouts. An appendix contains additional sample reports that students can use to practice editing; handout answer keys are provided. Contains eight resources. (KC)

ED 378 443 CE 068 226

Michael, Steve Olu
Administering Adult Literacy Programs: The Role of Strategic Planning.

includes a variety of topics affecting students and their families: decisions about academic programs and course taking, the flow of information from schools to students to parents, and obstacles both students and their parents think they face in achieving the students' goals for the future. The final results or "chapters" are presented in eight separate reports, each one building on its predecessors to provide an increasingly detailed picture of the attitudes and behaviors of teenagers and the dimensions of opportunities likely to await them. The eight chapter examine: (1) students' and parents' aspirations and expectations for the future; (2) how educational experiences relate to their aspirations and expectations; (3) information, supports and experiences needed; (4) obstacles and aids to postsecondary education; (5) employment pathways for a variety of students; (6) support from school counselors; (7) equality of opportunity (by race, gender and income) in Indiana; and (8) policy implications and alternatives for increasing opportunity. (BF)

ED 378 464 CG 025 845

Paolucci, Joseph P.
The Importance of Counselling Support for Business Managers in a Crisis Situation.
PUB DATE- 91
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Adult and Continuing Education (Montreal, Quebec, Canada, October 14-20, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; Adults; *Adult Students; *Career Counseling; Client Characteristics (Human Services); *Continuing Education; Continuing Education Centers; Counseling Effectiveness; *Counseling Techniques; *Counselor Client Relationship; Foreign Countries; Human Services; Stress Management

The adult educator in the non-degree management studies of a university is frequently approached by business managers whose expectations include the obtaining of educational solutions to their career problems. This places a demand not only on the educational expertise of adult educators but also on their educational counselling skills, as compared to personal or career counselling. This paper considers the counselling of adults prior to their registering for courses in the non-degree management studies of a university. Traditional face-to-face contact is assumed between the manager and the adult educator in the locale of the office of the adult educator. Some of the suggestions offered for adult educators to become effective counsellors include: (1) Be familiar with the current literature; (2) Possess a thorough knowledge of courses/programs/seminars in the non-degree area of responsibility; (3) Possess in-depth knowledge of management needs in the business world; (4) Understand the environment and the community in which the client lives; and (5) Have an unbiased institutional approach when it is necessary to refer a student to another institution. The adult educator's effectiveness depends on quality counselling of business managers for the intended and expected outcome where managers live and learn. Contains 12 references. (BF)

ED 378 465 CG 025 858

through individual involvement in the group. Counselors may use the focus group model to enhance growth and responsibility-taking among group members. Contains 27 references. (BF)

ED 378 485 CG 025 884

Stalling, Janice E.; And Others
Reconciling Divergent Views of Personal Autonomy.
PUB DATE- Sep 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Client Characteristics (Human Services); Counselor Client Relationship; Ethics; *Human Services; Independent Living; *Personal Autonomy; Quality of Life; Social Problems; *Social Responsibility; Social Theories; Social Workers
IDENTIFIERS- *Guardianship

Personal autonomy is a fundamental ideal in American culture. When the autonomy of a person with reduced capacity is restricted or limited by law and a guardian is appointed, the issue becomes critical to our understanding of social justice. Preservation of autonomy remains a core social value even while the legal system moves to erode personal autonomy as a response to diminished legal capacity. This article attempts to make clear the seeming conflict between legal values and social values regarding autonomy. The aim of the article is to provide professional guardians and officers of the court with an understanding of autonomy that allows for reconciliation of these two perspectives. Contains 23 references. (Author)

ED 378 486 CG 025 885

Stalling, Janice E.; And Others
Conflict Resolution for School Counselors: Facilitation and Social Learning.
PUB DATE- Sep 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Conflict Resolution; *Counseling Techniques; Counselor Role; Educational Environment; Elementary Secondary Education; Intervention; Peer Relationship; Personal Autonomy; *School Counselors; *Social Development; *Socialization; Student Behavior

Conflict resolution must be approached in a particular way by professional school counselors who seek to minimize conflict without discouraging growth and development in their students. This article acknowledges the growing interest in conflict resolution among professional counselors and explains how resolution interventions may be tempered by a concern for social development in children. Proactive suggestions are also offered for school counselors on how to assess and deal with conflict in school settings so that the counselor can help provide a safe school environment in which students can participate in experimental play that fosters social interactional experience. Much of what the counselor does to accomplish this task consists of monitoring, modeling, and in some instances, direct intervention into social relationships and encounters of the students. Thus the conflict resolution skills of the counselor fuels the momentum for developmental guidance activities that reinforce the human values of the school community. Conceptually, the professional school more appropriate ways to inform students. The SAPE program outlines every step of the peer process, from recruiting students to actual workshops. The training program serves two purposes: (1) preparing peer educators for their workshops; and (2) opening dialogue among peers about sexual assault. The manual is presented in two parts. Part 1, "A Peer Education Program," presents, in an easy-to-follow process, ways to start and sustain a peer program. Included is information on organizational meetings, the logical presentation of peer sessions, post-training workshops, and some parting thoughts. The second part, "Activities for Classroom Teachers," presents five different activities that teachers can use to heighten students' awareness of sexual assault. Fifteen appendices provide bibliographic information, policy statements, sample recruiting and radio ads, rape statistics, worksheets, tips on facilitating meetings, and other helpful information. (RJM)

ED 378 507 CG 025 909

Regardie, Cynthia Ramos
Use of the MMPI-I in Identifying Personality Characteristics of Anorexia Nervosa, Restrictor Subtype: A Review of the Literature.
PUB DATE- Sep 94
NOTE- 71p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Anorexia Nervosa; Body Image; Eating Disorders; Emotional Disturbances; Literature Reviews; Personality; *Personality Problems; Personality Studies; *Personality Traits; Psychological Patterns; Publications; Self Destructive Behavior; Therapy
IDENTIFIERS- *Minnesota Multiphasic Personality Inventory

In recent decades, the incidence of eating disorders has sharply increased. This paper reviews literature published between 1969 through 1992 which addresses personality characteristics of individuals with anorexia nervosa, restrictor subtype, utilizing the Minnesota Multiphasic Personality Inventory (MMPI-I). The current literature and research in the area of MMPI-I use and personality characteristics in anorexia nervosa is reviewed first, followed by a discussion of treatment approaches based on the MMPI-I findings on anorexic restrictors. The study's findings were inconsistent, but a general caricature for this population was presented. A chronic picture of immature, passive-aggressive individuals was exhibited along with depression, and social alienation, poor personality integration, clear thought disorders (such as body-image distortions), obsessionality, anxiety, low ego strength, and limited awareness of psychological problems. Researchers were also interested in treatment outcomes and several studies were interested in attempting to identify personality characteristics that may indicate a better prognosis for individuals with anorexia nervosa, restrictor subtype. Restrictor anorexics who acknowledged a greater need for attention and affection may fare better than individuals with other types of eating disorders due to the former's ability to address these specific needs in treatment. Suggestions for future research are presented. (RJM)

ED 378 508 CG 025 910

Krisberg, Barry

ED 378 526 CS 011 945

McCabe, Don
A Sentence Dictation Test That Includes over 300 of the Most Commonly Used Words. AVKO "Great Idea" Reprint Series No. 607.
PUB DATE- 82
NOTE- 11p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Dictation; Elementary Secondary Education; Evaluation Methods; Remedial Instruction; *Sentences; *Spelling; Writing Tests
IDENTIFIERS- Words

This booklet presents a sentence dictation test designed to find which of the most commonly used words students need to learn how to spell. The 34 sentences that comprise the test in the booklet can be used for systematic spelling instruction in first or second grade and in upper-grade remedial classes. The test in the booklet can also be used to screen students quickly in third grade and higher by choosing only a few of the 34 sentences. (RS)

ED 378 527 CS 011 946

McCabe, Don
An L.D. Screening Device That Can Be Given to Entire Schools in Less Than 10 Minutes. AVKO "Great Idea" Reprint Series No. 609.
PUB DATE- 82
NOTE- 11p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Disability Identification; Elementary Secondary Education; Evaluation Methods; *Learning Disabilities; *Screening Tests; *Spelling; Student Needs

This booklet presents a screening device to identify quickly those students who may qualify for special help but who have not been referred for testing, identification, and receiving of special education resources. The booklet notes that the original test consisted of 20 sentences, but that only one sentence gave students known to have severe reading and/or spelling problems extreme difficulty, but caused little problem for all other students--"Many students often find studying difficult." The booklet discusses the original test, offers reasons why this one sentence is effective as a "rough" screening device, and presents instructions for test administration. The booklet notes that those students who seriously misspell the sentence, and who are not already identified as learning disabled, should undergo further testing to determine their eligibility for special help. (RS)

ED 378 528 CS 011 947

McCabe, Don
How To Set Up a Community Education Course for Adults Whose Children (or SPOUSES) Have Reading/Spelling Problems. AVKO "Great Idea" Reprint Series No. 611.
PUB DATE- 94

IDENTIFIERS- National Assessment of Educational Progress;
*Reading Behavior

Stemming from the 1992 Integrated Reading Performance Record (IRPR), a study investigated the reading habits and practices and the classroom activities related to reading of a subgroup of students participating in the 1992 reading assessment conducted by the National Assessment of Educational Progress (NAEP). Subjects, 1,136 fourth graders, were audiotaped as they responded to a series of questions about habits and attitudes related to both instructional and recreational reading. Subjects also completed measures of fluency and comprehension. Major findings were that (1) much can be learned and documented about important aspects of reading development through literacy interviews; (2) an overwhelming majority of students reported reading storybooks or magazines, but significantly fewer of them reported reading information books; (3) subjects more frequently reported reading magazines, storybooks, and information books at home than at school or at the library; (4) students who said they spend time reading on their own had higher average reading proficiency than students who said they did not read on their own; (5) students were involved in many different types of activities as a part of reading instruction; and (6) commercially-prepared skills-oriented and short writing tasks were reported to be used more frequently in reading instruction than other types of work. (Contains 13 tables and six figures of data. Appendixes present the interview guide, and a description of the procedures and methods of the IRPR.) (RS)

ED 378 550 CS 011 970

Pinnell, Gay S.; And Others
Listening to Children Read Aloud: Data from NAEP's Integrated Reading Performance Record (IRPR) at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 98p.; For related documents, see CS 011 969-971.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Grade 4; Intermediate Grades; Interviews; *Oral Reading; *Reading Achievement; *Reading Aloud to Others; *Reading Attitudes; Reading Instruction; Reading Research
IDENTIFIERS- National Assessment of Educational Progress;
*Reading Fluency

Conducted as part of the 1992 Integrated Reading Performance Record (IRPR), a study investigated the oral reading proficiency of a subgroup of students participating in the 1992 reading assessment conducted by the National Assessment of Educational Progress (NAEP). Subjects, 1,136 fourth graders, read aloud one passage and were audiotaped as they responded to a series of questions about habits and attitudes related to both instructional and recreational reading. Subjects also completed measures of fluency and comprehension. Major findings were that (1) much can be learned and documented about children's abilities by listening to them read aloud; (2) 55% of the subjects were considered to be fluent, but only 13% could be described as consistently reading with appropriate phrasing and with at least minimal expressiveness; (3) oral reading fluency demonstrated a significant relationship with reading comprehension; (4) fluent reading appeared to be related to certain literacy activities; (5) 57% of the students were at least 96% accurate in their oral reading of the addresses the three principal elements of the program: story-related activities, direct instruction in reading comprehension, and integrated writing/language arts. In all of the activities that comprise the program described in the paper, students work in heterogeneous learning teams, and the activities follow a regular cycle that involves teacher presentation, team practice, independent practice, peer pre-assessment, additional practice, testing, and team recognition. The pamphlet also discusses implementing CIRC. Contains 15 references. A list of 27 basal series, 4 materials for teachers, and 90 novels are attached. (RS)

ED 378 570 CS 011 992

Binkley, Marilyn, Ed.; And Others
Methodological Issues in Comparative Educational Studies: The Case of the IEA Reading Literacy Study.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 293p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Comparative Analysis; *Cross Cultural Studies; *Data Interpretation; Global Approach; Grade 4; Grade 9; Intermediate Grades; Junior High Schools; Methods Research; *Reading Achievement; *Reading Research; Research Design; *Research Methodology
IDENTIFIERS- *Cross National Studies; International Assn Evaluation Educ Achievement

This report discusses various methodological issues confronted in the Reading Literacy Study conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA) and issues relating to analysis of the data. The study analyzed in the report involved fourth- and ninth-grade students (9-year-olds and 14-year-olds) in 32 countries. Chapters in the report are: (1) "Issues in Sampling for International Comparative Studies in Education: The Case of the IEA Reading Literacy Study" (Keith Rust); (2) "Estimation, Sampling Errors, and Design Effects" (Edward Bryant); (3) "Handling Item Nonresponse in the U.S. Component of the IEA Reading Literacy Study" (Marianne Winglee and others); (4) "Assessing the Dimensionality of the IEA Reading Literacy Data" (Nadir Atash); (5) "Exploring the Possibilities of Constructed-Response Items" (Barbara Kapinus and Nadir Atash); (6) "Interpreting the IEA Reading Literacy Scales" (Irwin S. Kirsch and Peter B. Mosenthal); (7) Creating a Measure of Reading Instruction" (Marilyn R. Binkley and others); (8) "Hierarchical Models: The Case of School Effects on Literacy" (Steve W. Raudenbush); and (9) "Synthesizing Cross-National Classroom Effects Data: Alternative Models and Methods" (Steven W. Raudenbush and others). Contains 30 references. An appendix presents empirical Bayes and Bayes estimation theory for two-level models with normal errors. (RS)

ED 378 571 CS 011 998

Martin, Tony; Leather, Bob
Readers and Texts in the Primary Years. Rethinking Reading.
PUB DATE- 94
NOTE- 137p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

English language. The handbook contains a proposition about the English language, suggests procedures to confirm or deny each statement, and includes space for a personal conclusion based on findings. The format of the handbook welcomes additions and corrections. In the process of presenting a history of the English language, the handbook discusses topics such as long vowel sounds, from phoneme to grapheme, syllables, Hebrew, Greek, and Latin sources for English words, morphemes, statements, the Vikings, paragraphs, the Normans, and language as metaphor. Appendixes present a blank page with one sample quotation about the role of language, the genealogy of a language family, and worksheets on the geography of England, language, and grapheme problems. (RS)

ED 378 589 CS 214 711

Jordan, Sarah L.; Purves, Alan C.
The Metaphor of the Portfolio and the Metaphors in Portfolios: The Relation of Classroom-Based to Large-Scale Assessment. Report Series 3.9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary School Teachers; High Schools; Intermediate Grades; Junior High Schools; *Metaphors; Middle Schools; *Portfolio Assessment; Portfolios (Background Materials); Secondary School Teachers; Writing Instruction; Writing Research
IDENTIFIERS- Connecticut; New York; Self Report Measures; Teaching Research

Imprecise definitions and indeterminate effects of schooling have plagued the field of writing and have led to a persistent antagonism between the professional teacher and the professional assessor. Into this historical situation entered portfolio assessment in the 1980s. Can portfolio's be used in lieu of standardized tests and other forms of state and national assessment? One impediment would be the apparent discrepancy between the purposes of portfolios at the classroom level (how teachers use them) and at the district or state levels (how portfolios can be used to measure learning). A study attempted to document how different teachers used portfolios in their literature classrooms, with an eye to exploring implications for large-scale uses. Results took the form of case-studies of four teachers in New York and self-reports written by eight others in Connecticut. Analysis of the results focused on the metaphors that teachers used to describe their use of portfolios. Teachers of course did not use the metaphor implicit in many discussions of educational assessment, that of the factory and assembly line, but on the other hand they were not in agreement as to what metaphor to use instead. A table shows a broad range of terms describing the portfolio process; portfolios are understood to be everything from diaries or meditations to museums or portraits. One analogy particularly worthy of exploration is that between the hypertext and the portfolio--both challenges to traditional classroom ways. (Contains 16 references.) (TB)

ED 378 590 CS 214 713

Levesque, Bonnie; And Others

citizenship in a democracy and for participation in the economic world. The public debate before real audiences provides three important benefits: accountability; revitalization of the public sphere; and connection with a rich rhetorical heritage for standards and criticism. General interest has been renewed in human judgment as a contributor to academic epistemology as well as in the reconstitution of the political sphere. Ronald Beiner, in "Political Judgment," provides the clearest picture of the functions of judgment: "Judgment allows us to comport ourselves in the world without dependence upon rules and methods, and allows us to defeat subjectivity by asserting claims that seek general consent." In practical terms, a distinction between human judgment and "technical rationality," or disembodied adherence to external rules, will be a useful touchstone. The ways in which public debates validate and contribute to consensual meanings and decisions may be divided into four categories: (1) context; (2) knowledge; (3) intuitive thinking; and (4) human interests. The manifest values of public debate with live audiences suggest the possibility that they might somehow be reflected in competitive tournament debate as well. (Contains 11 references.) (TB)

ED 378 609 CS 508 782

Turner, Patricia A.
Ceramic Uncles & Celluloid Mammies: Black Images and Their Influence on Culture.
PUB DATE- 94
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010),Historical Materials (060)
DESCRIPTORS- Black Culture; *Black Influences; *Black Stereotypes; *Cultural Context; Film Study; Folk Culture; Higher Education; Imagery; *Mass Media Role; Media Research; North American Culture; *Popular Culture; *Racial Attitudes
IDENTIFIERS- *African Americans; Cultural Criticism; Cultural Studies; Media History

Using the methods of cultural criticism to analyze the images of Blacks prevalent in American popular culture, this book examines possible connections between the finite and often distorted range of depictions of Blacks, especially prevalent in the mass media, to the treatment that they receive in contemporary society. The book looks at the way that race and racism--through images, stories, and material artifacts--permeate the everyday life of the inhabitants of the United States. Divided into two parts, "Insidious Iconography" and "Blemished Depictions," the book discusses Black images found on collectible objects, such as ceramic figurines, early children's books and sheet music covers, etc.; relates stories and jokes from folklore about Black behavior in unusual situations; and focuses on Black performers on television, Black musical artists, and Blacks in American films, especially the images presented in movies by and about Blacks. (NKA)

ED 378 610 CS 508 783

Burns, Gary
Film and Video Theory in Television Production Manuals.
PUB DATE- 6 Aug 82
NOTE- 24p.; Paper presented at the Annual University Film and Video Association Conference (36th, Carbondale, IL, August 6-7,

developed by students. The program started with one camera, a table and chairs, and a small room. It has grown substantially over the years. Students involved in the project sometimes show unexpected talents. Gifted second graders up to high school students can adapt the basic ideas of the Broadcast News project. Students' writing and communication skills improve as they write and perform for real audiences. Social studies, science, music, art, physical education, and mathematics can all become part of the shows. People resources are important. Commitment from the classroom teacher is essential. Broadcast News is a focal point that can encompass many areas of the curriculum at once. (RS)

ED 378 628 CS 508 804

Heathcote, Dorothy; Bolton, Gavin
Drama for Learning: Dorothy Heathcote's Mantle of the Expert Approach to Education. Dimensions of Drama Series.
PUB DATE- 94
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Drama; Elementary Secondary Education; History Instruction; *Instructional Innovation; Language Arts; Mathematics Instruction; *Role Playing; Science Instruction; Social Studies; *Teaching Methods; *Theory Practice Relationship; Units of Study
IDENTIFIERS- *Drama in Education; *Heathcote (Dorothy); Learning across the Curriculum

This book describes how theater can create an impetus for productive learning across the curriculum. Dorothy Heathcote's "mantle of the expert" approach is discussed in which teachers and students explore, in role, the knowledge they already have about a problem or task while making new discoveries along the way. The book also presents a variety of examples of planning for and using a mantle of expert approach in language arts, history, mathematics, and science classes. Chapters in the book are: (1) A Dialogue between Dorothy Heathcote and Gavin Bolton; (2) Some Introductory Guidelines; (3) The Dimension Factor: Using the Mantle of the Expert Approach across the Curriculum; (4) Life in a Medieval Monastery; (5) Scandal, Disease, and Death! A Teacher's Nightmare?; (6) A Couple of Adventure Dramas; (7) Teaching Nine-Year-Olds about Another Culture; (8) King Arthur of England: An Extended Example; (9) Drawing a Few Threads Together; and (10) A Final Exchange of Letters. Appendixes present material related to the examples presented in the book--a letter from a "bishop," a floor plan for a monastery, notes on chamber theater and a script, and a pronunciation guide for King Arthur of England. (RS)

ED 378 629 CS 508 809

Vasquez, Gabriel M.; Taylor, Maureen
A Cultural Approach to Public Relations Research: An Extension of Hofstede's Variables to Grunig's Models of Public Relations.
PUB DATE- Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

shows how to make the transformation to instructional leadership based on Total Quality Education (TQE). Chapter 1 examines how leaders get a diverse faculty to work together in pursuit of a collective vision. This is accomplished through the strategic planning process. Chapter 2 assimilates the key concepts of Total Quality Management (TQM) into the school by asking the key questions: Who is the customer? and How can principals organize the suppliers to maintain a focus on quality and continuous improvement? Chapter 3 addresses the role of instructional leader as "people developer," an administrator who is committed to optimizing the talents of all staff members. Chapter 4 offers concrete examples and specific suggestions for using peer coaching and peer supervision as mechanisms to foster continuous improvement. Data-based decision making is examined in chapter 5, specifically, the use of collaborative action research. The sixth chapter focuses on several mechanisms used by principals to build a professional learning community. It offers practical advice on how to implement "management by walking around" (MBWA) in schools, how to use governance process to maximum benefit, and what differentiates the leaders of learning communities from administrators in seemingly stagnant schools. The concluding chapter presents an integrated model of the TQE instructional leadership process. Twenty-three figures are included. Key terms and concepts are defined at the end of each chapter. (LMI)

ED 378 646 EA 026 405

Steffy, Betty E.; Lindle, Jane Clark
Building Coalitions: How To Link TQE Schools with Government, Business, and Community.
PUB DATE- 94
NOTE- 124p.; Volume 5 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Community Support; *Cooperative Planning; *Educational Cooperation; Educational Quality; Elementary Secondary Education; *Partnerships in Education; *School Business Relationship; *School Community Relationship; Total Quality Management
IDENTIFIERS- *Total Quality Education

Total Quality Management (TQM) promotes a long-term, strategic look at organizations; by extension, Total Quality Education (TQE) promotes an essential, strategic view of communities, educational provisions, and children. This book discusses applying the TQM approach, which focuses on long-term quality, to a TQE, communitywide focus. The emphasis is on long-range solutions to the problems affecting schools. The book shows school administrators how to communicate TQE concepts and build strong ties with community and business. It also offers strategies for organizing a campaign that refocuses communities on schools. Chapters contain practical tips, checklists, charts, reflective forms for developing strategies, surveys for data collection, and information management tactics. The first four chapters describe strategies for creating constancy of purpose, changing from competition to cooperation, building trust among partners, and fostering interagency collaboration.

communication skills critical to communication--building rapport, listening and pacing, and chunking and problem solving. Chapter 4 provides a generic problem-solving model and an example of an actual conflict situation that was successfully resolved using the skills outlined in the book. Nineteen figures and 12 annotated references are included. (LMI)

ED 378 664 EA 026 424

Warner, Carolyn
Promoting Your School: Going beyond PR.
PUB DATE- 94
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communications; *Communication Skills; Educational Planning; Elementary Secondary Education; *Institutional Advancement; *Leadership; Mass Media Use; *Organizational Communication; Parent Participation; Partnerships in Education; *Public Relations; Public Support; *School Community Relationship

This handbook offers strategies for school principals who have become the primary marketer for their schools. It is designed to help them draw on school and community resources to build a support base of human, material, and financial capital. Much of the material is based on practicing administrators' responses to a survey sent to "Principals of the Year" in all 50 states. Following the foreword, preface, and introduction, 10 chapters present information on understanding the communication process, marketing the school, building school decision-making teams, conducting needs assessments, improving internal communications, involving parents in the school, creating community outreach programs, producing public-relations publications, enhancing media relations, and planning for and managing crises. Nine sample documents are included. (LMI)

ED 378 665 EA 026 425

Freeman, Jayne
What's Right with Schools. ERIC Digest, Number 93.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; College Attendance; *Comparative Analysis; Dropout Rate; *Educational Quality; Elementary Secondary Education; Higher Education; High School Graduates; International Education; *Performance; *Public Schools; Socioeconomic Influences
IDENTIFIERS- ERIC Digests

Is the criticism of today's public schools and its employees unwarranted? This document highlights some data that cast the performance of American public schools in a more favorable light. Contrary to popular belief, today's students compare favorably with those in the past and with students in other learning. This document is a supplementary volume to the first report, summarizing research and suggesting an agenda for further research. Section I, comprised of four chapters, summarizes research findings considered by the commission. These chapters review research regarding four of the commission's substantive recommendations: (1) reclaim the academic day; (2) fix the design flaw; (3) keep schools open to meet the needs of children and communities; and (4) give teachers professional time and opportunities. The second section outlines a number of critical questions asked by the commission for which little or inadequate information was available. It returns to the four major concerns of the preceding chapters and specifies further information needed in these areas. Two figures are included. (Contains 116 references.) (LMI)

ED 378 686 EA 026 454

Prisoners of Time. Schools and Programs Making Time Work for Students and Teachers.
PUB DATE- Sep 94
NOTE- 64p.; For related documents, see EA 026 453 and ED 366 115.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Innovation; *Efficiency; Elementary Secondary Education; Extended School Day; Extended School Year; *Instructional Improvement; Professional Development; Scheduling; *Time Factors (Learning); *Time Management; Time on Task

The Education Council Act of 1991 established the National Education Commission on Time and Learning as an independent advisory body and called for a comprehensive review of the relationship between time and learning in U.S. schools. This document serves as a supplementary volume to the commission's first report released in May 1994, which found that most school-reform designs are structurally flawed by their adherence to a traditional school calendar. This volume describes innovative approaches to the use of school time. It provides nearly 40 examples of exemplary efforts to make better use of available time and extend the amount of time students spend learning. The brief program descriptions are from 15 elementary schools, 15 middle and senior high schools, 4 districtwide efforts, and 6 special programs. They include public and private schools in rural, urban, and suburban areas from 26 states. Information for reaching contact persons is provided. A review of the programs indicates that many different kinds of schools and districts have already implemented many of the commission's recommendations. The most common approaches in descending order include: (1) redesigning available time; (2) employing technology; (3) extending the school day or year; (4) providing time for professional development; and (5) providing support services for children or families. Finally, the approaches to the redesign of time usage differ by school level. (LMI)

ED 378 687 EA 026 455

Bercik, Janet T.
The Principal's Role in Mentoring.
PUB DATE- Dec 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials

This review of the professional and programmatic literature in the field of developmental disabilities focuses on ways in which individuals with developmental disabilities and their families are becoming increasingly involved in program evaluation and quality assurance efforts. Three major movements are having an impact on this activity: state and national consumer empowerment efforts which include formal instruments and protocols to assess consumer satisfaction with services; Total Quality Management (TQM) which relies on the customer to drive the system; and the movement toward increased and improved consumer-provider partnerships (for example, home-school partnerships). The review indicates that: (1) consumers are empowered by having effective control of the money spent on their support, but a power gap exists between parents/consumers and officials since schools and service agencies possess and control the services needed; (2) applying TQM to public services is problematic, as TQM addresses problems singularly with single loop systems, while public sector services must concern themselves with many multifaceted problems; and (3) the experience and knowledge of parents should be used as primary sources of information in decision making, but professionals need training in parent support and involvement. (Contains approximately 40 references.) (JDD)

ED 378 705 EC 303 601

Gilbert, Sharon L.
Parental and Professional Agreement in the Assessment of Children with Disabilities: An Examination.
PUB DATE- Oct 94
NOTE- 67p.; Paper presented at the Annual International Conference of the Council for Exceptional Children, Division for Early Childhood (10th, St. Louis, MO, October 5-9, 1994). Qualifying Paper for Ph.D. Candidacy, Auburn University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Age Differences; *Disabilities; Early Childhood Education; Emotional Adjustment; Evaluation Methods; *Interrater Reliability; Intervention; *Parent Participation; Parent School Relationship; Severity (of Disability); Sex Differences; Socioeconomic Influences; Special Education; *Student Evaluation; Teacher Attitudes

This paper reviews early childhood special education assessment literature, particularly as it relates to parental involvement. First, the significance of the topic is addressed by examining the importance of parental participation in the assessment and intervention process, and the influence of parental participation on various relationships. Second, the paper identifies the salient factors that appear to influence parents' observations, including: (1) adjustment to disability; (2) experience with the child; (3) age of child; (4) gender; (5) socioeconomic status; (6) severity of the disabling condition/s; and (7) the assessment instrument. Third, the critical factors that influence observations by the professional are presented. These include attitudes, professional knowledge, experience, and the assessment instrument. Fourth, the paper discusses implications for "best practice" regarding professional and parental roles, as well as considerations relating to the type of response requested from the parent and the assessment. Finally, an analysis of the studies and summary of the literature on assessment as it used with three adult workers with mild mental retardation which utilized icons to teach recognition of: (1) protective equipment; (2) hazards; (3) emergency response equipment; (4) the National Fire Protection Association labeling system; (5) target organs (dangers with acute or chronic effects on specific body organs); and (6) routes of entry (such as ingestation or inhalation). Subjects were given four weekly training sessions. Significant differences were found between baseline and post training scores with substantial maintenance on retesting 2 months after the training. Results have implications for training which increases employment opportunities for people with developmental disabilities. (Contains 14 references.) (DB)

ED 378 724 EC 303 620

Kupper, Lisa, Ed.
A Bibliography of Materials on Behavior Management in the Home and Community.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Behavior Change; *Behavior Modification; *Behavior Problems; Daily Living Skills; Family Problems; Intervention; Resource Materials
IDENTIFIERS- *Behavior Management

This brief bibliography lists 26 resource materials for managing behavior problems in the home and community. Suggested resources were published between 1985 and 1993 and cover such topics as general behavior management, self-injury, food and behavior, functional communication training, impulsivity, alternatives to punishment, anger, and preventing antisocial behavior. A listing of 21 publishers with addresses and phone numbers is also provided. (DB)

ED 378 725 EC 303 621

Waterman, Betsy B.
Assessing Children for the Presence of a Disability.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 29p.; For related bibliographies, see EC 303 622-623.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Clinical Diagnosis; Compliance (Legal); Cultural Differences; Definitions; Diagnostic Tests; *Disabilities; *Disability Identification; Educational Diagnosis; Educational Legislation; Elementary Secondary Education; *Evaluation Methods; Federal Legislation; Limited English Speaking; Parent Role; *Student Evaluation; Testing

This newsletter issue focuses on the assessment of school-aged children to: (1) determine if a child has a disability and is eligible for special services, and (2) provide information that can drive educational programming. Section 1 is an introduction throughout the chapters of this document include: transformation from business as usual, focus on employment outcomes rather than process, emphasis on vocational customers--individuals with disabilities and employers, consumer satisfaction versus compliance, and challenges for long-term commitment from leaders. Chapters address: (1) the need for long-term commitment from leaders in the state/federal program; (2) the need for VR emphasis on employment outcomes in terms of the 1992 amendments to the Rehabilitation Act of 1973 and the Americans with Disabilities Act; (3) employer perceptions of VR based on employer surveys; (4) VR limitations in placement; (5) VR assets in placement; (6) a new paradigm for serving clients and employers; (7) what VR must do to provide appropriate services leading to employment of people with disabilities; and (8) methods for using this document. Appendices list employer concerns, list services provided to employers by VR agencies, and provide survey and recordkeeping forms. (Contains 26 references.) (JDD)

ED 378 745   EC 303 642

Project COED: Bridge to the Future from Classroom to Internship to Career. A How To Handbook for Client Success.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 94
NOTE- 117p.; Exhibit A brochure is not included.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Career Development; *Career Education; Curriculum Development; Education Work Relationship; Employment Opportunities; Evaluation Methods; *Internship Programs; *Job Placement; *Job Training; *Mental Retardation; Program Development; Secondary Education; Transitional Programs; Vocational Evaluation

Project COED (Career Opportunities through Education for Persons with Disabilities) was developed to: (1) provide career instruction for adults who are functionally mentally retarded, through job training opportunities in food services, clerical/office work, or housekeeping/janitorial work; (2) increase levels of clients' financial independence; (3) provide assistance and outreach to minorities and women who are mentally retarded; and (4) provide a bridge from career instruction to internship placement in a job that fits the goals and needs of both employee and employer. Project COED is a model that matches the job training with the desires and expectations of the clients and with the desires and expectations of employers. It offers classroom instruction (16 weeks), an 8-week paid internship as a bridge between the classroom and the world of work, and advocacy support for long-term career development. Project COED's strengths are the identification of the key knowledge, skills, and competencies expected by employers and transition of clients into the world of work with a look toward a long-term career objective rather than just a short-term job. This handbook addresses: marketing, selection, curriculum, assessment, transition, personnel, facilities, and evaluation. Numerous exhibits are provided, including recordkeeping forms, a work interest inventory, lists of curriculum goals, and skills assessment forms. (JDD) counterproductive; for example, grouping children with communication disabilities together results in poor role modeling for language. Education reformers emphasize that learning environments should be changed to allow these children to succeed. Some educators feel that inclusion bolsters disabled students' academic progress and offers socialization benefits, while nondisabled children learn to understand and accept children with disabilities. Other experts argue that special education provides help that is significantly different from general education. In addition, "full inclusion" means different things to different people; some educators want a continuum of placements, while others want a continuum of supports. Some educators are concerned about disabled children's need for specialized attention and life skills instruction. Regular teachers may not receive enough support to cope with diverse students. Suggestions for becoming more inclusive are offered to schools. Also included is a section, "Inclusion and the Disruptive Child." (JDD)

ED 378 763 EC 303 662

Enright, Margaret; And Others
Making the Most of Consultants.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 67p.; Paper presented at the Association for Supervision and Curriculum Development Annual Conference (49th, Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; Consultation Programs; Contracts; *Disabilities; Financial Support; *Inclusive Schools; Preschool Education; Professional Services; Selection; Social Integration; Specialists; *Teamwork; *Technical Assistance

This guidebook was developed for early childhood administrators and consultants who provide services to support the integration of children with disabilities into preschool classrooms. It provides practical information on finding and hiring the best consultants, unraveling the special education and third-party payor resources that support specialist services, developing strategies that will ensure mutual understanding and respect, and instituting procedures that promote staff-consultant teamwork. Chapter 1 discusses the types of consultants who are available, their qualifications, and how to find them. Chapter 2 addresses funding options for consultant services, summarizing key legislation and describing programs that provide funding such as Medicaid, Head Start, and private insurance. Chapter 3 provides information on important elements to consider when designing a contract for a consultant or an outside agency and includes sample contracts. Chapter 4 examines the responsibility of the administrator and the consultant in supporting and understanding each other in order to forge a positive and productive working relationship. Appendices list Resource Access Projects and University Affiliated Programs. (Each chapter contains references.) (JDD)

ED 378 764 EC 303 663

materials. Six separately published curriculum guides for Reading, Writing, Math, Communications, Human Relations, and Problem Solving, respectively, are appended. (YLB)

ED 378 309 CE 064 566

Mahaffey, Darlena; Patton, Jan
Business Information Processing. Curriculum Guide. Teacher's Guide. Simulations. Revised Edition.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 900p.; For earlier edition, see ED 333 190.
LANGUAGE- English
EDRS Price- MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; *Business Communication; Citations (References); *Competence; Competency Based Education; *Computer Simulation; Course Content; Educational Resources; High Schools; *Information Processing; *Integrated Curriculum; Interdisciplinary Approach; Lesson Plans; Mainstreaming; *Office Occupations Education; Special Education; State Curriculum Guides; Teaching Guides; Teaching Methods; Vocational Education
IDENTIFIERS- Texas

This packet contains a curriculum guide, teacher's guide, and simulations for a course in information processing. The curriculum guide contains the essential elements, a suggested scope and sequence, student competencies for the courses, an outline of course content, teacher activities, a list of recommended equipment, a competency checklist, and descriptions of special products for the course. The teacher's guide contains six sections that cover the following course topics: (1) introduction to business information processing; (2) word processing; (3) business communications; (4) information management tools; (5) information processing tools; and (6) closure of business information processing course. Each section contains a competency matrix for domains and basic skills and one or more units each containing a lesson plan, a content outline, teaching suggestions, activities, unit overview and a student competency test with answers. Eight appendixes contain the following: names and addresses for 48 publishers, 129 computer software vendors, 5 microcomputer directories, 14 electronic information services, 90 magazines, periodicals, newsletters, and journals, 5 services and reports, and 24 professional organizations; a course competency checklist; a suggested equipment list; suggestions for articulation; course descriptions; office education essential elements; lesson plan development tips; and suggestions for modifying the course for special needs students. The simulations package provides students with realistic business activities coordinated with the curriculum guide. Planned for use with microcomputers, the simulations are provided for word processing, databases, spreadsheets, desktop publishing, and telecommunications. (KC)

ED 378 310 CE 065 282

Jackson, Wendy, Comp.
Risk-Taking, Safety and Older People. Selected Bibliographies on Ageing 3.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, supervision, basic electronics, fundamentals of electronics technology, troubleshooting and repair, instrumentation control technology, industrial electricity, drafting technology, computer-assisted drafting and design (CADD) fundamentals, equipment installation, hydraulics and pneumatics, and industrial manufacturing technology. (YLB)

ED 378 328 CE 067 904

Electromechanical Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 112p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Competence; *Competency Based Education; Computer Assisted Design; Computer Literacy; Drafting; *Electrical Occupations; Electricity; *Electromechanical Technology; Electronic Control; Electronics; Employment Potential; Engineering Technology; Equipment Maintenance; High Schools; *Job Skills; Manufacturing; Minimum Competencies; Numeracy; Paraprofessional Personnel; Postsecondary Education; Quality Control; Reading Skills; Safety Education; Science Curriculum; Technical Education; *Tech Prep; Troubleshooting; Two Year Colleges

This document contains 25 units to consider for use in a tech prep competency profile for the occupation of electromechanical technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, supervision, basic electronics, troubleshooting and repair, industrial electricity, electrical test and measurement equipment, drafting technology, computer-assisted drafting and design (CADD) fundamentals, intermediate CADD, equipment installation, mechanical power transmission, electromechanical technology, hydraulics and pneumatics, industrial manufacturing technology, and programmable logic controllers. (YLB)

ED 378 329 CE 067 905

Mechanical Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 139p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.

includes tech prep's history in Rhode Island. The "Introduction to the Tech Prep Associate Degree Program" addresses the following: articulation, tech prep student profile, curriculum overview, tech prep activities, application process, and suggested competency guidelines for English and mathematics at the secondary level. The final three sections focus on the three tech prep programs at CCRI: technical programs, business/office administration, and allied/dental health. Each section provides information on course selection, the participating programs at CCRI, acceptance policy, and courses of study. Appendixes include sample placement test questions for both English and mathematics, sample student agreement, and sample acceptance certificate. (YLB)

ED 378 347 CE 067 926

Rhode Island Tech Prep Student Handbook. Rhode Island Tech Prep Associate Degree Program. Technical Associate Degree Programs. Business/Office Administration Associate Degree Programs. Allied Health/Associate Degree Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 29p.; For related documents, see CE 067 924-928.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations; *Articulation (Education); Associate Degrees; Business Education; Community Colleges; Competence; *Curriculum Development; *Educational Change; High Schools; *Integrated Curriculum; Minimum Competencies; Office Occupations Education; *Program Development; Program Implementation; Technical Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Rhode Island

This student handbook begins with an introduction to and rationale for the Rhode Island Tech Prep Associate Degree Program. Tech prep student success stories are followed by two sections that discuss why the student needs a tech prep program and what the Rhode Island Tech Prep Associate Degree Program is. Benefits that tech prep students enjoy are highlighted. The following section lists the competencies that are recommended for the high school mathematics and English portions of the tech prep program. The last three sections of the handbook provide specific information on each of the three types of tech prep programs at the Community College of Rhode Island (CCRI): technical programs, business/office administration programs, and allied health and dental health programs. Each section contains the curriculum requirements at the high school level, required courses at CCRI, general information on the program and the occupation, and courses of study at CCRI. (YLB)

ED 378 348 CE 067 927

Rhode Island Tech Prep Annual Report 1992-1993. Program Summary 1987-1993.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 23p.; For related documents, see CE 067 924-928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations; *Articulation

Vocational Education Research.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Role; Comparative Analysis; *Educational Change; Educational Research; *Educational Trends; National Surveys; *Research Coordinating Units; Research Methodology; *Research Projects; Secondary Education; State Agencies; *State Programs; Trend Analysis; *Vocational Education

Research coordinating units (RCUs) were created by Congress in 1968 through passage of the Vocational Education Act Amendments. RCUs were state-level agencies for coordinating research and development projects for occupational and vocational education. After RCUs were disbanded in 1984 under the Perkins Act, many of their former research and coordination functions were distributed to other bodies. A study examined states' responses to dissolution of RCUs and subsequent redistribution of research projects at the state level. Letters requesting information about state responses to RCU dissolution were mailed to each state department of education. Responses describing current state-sponsored research on vocational education were received from officials in 25 states. Nearly all of the respondents reported using request-for-proposal announcements, contracts, and grants to conduct research. In many states, research efforts were internal and assigned to individuals with expertise or interest in areas in need of research. The lack of an external, grassroots-driven research base was evident in many states. Congress' disbanding of RCUs has meant the loss of an external body to monitor state departments of education and provide a framework for the methodology and foundations to be used in studying vocational education and its relevance to local needs. (MN)

ED 378 366 CE 067 979

Cohen, Elena; And Others
Literacy and Welfare Reform: Are We Making the Connection?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 76p.; Original draft of this report was a paper presented at the Meeting of the National Center on Adult Literacy and the Family Impact Seminar (Washington, DC, June 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Cooperation; Annotated Bibliographies; Cooperative Planning; Demonstration Programs; Educational Benefits; *Educational Policy; Educational Practices; *Education Work Relationship; English (Second Language); Family Programs; Intergenerational Programs; Job Training; *Literacy Education; Program Effectiveness; *Public Policy; Secondary Education; State Programs; *Welfare Services
IDENTIFIERS- California; Family Literacy; New Jersey; Ohio; *Welfare Reform

This document explores selected issues related to connecting welfare reform initiatives and the literacy movement and provides basic information about literacy education and its economic impact. Literacy is defined, and similarities and differences between adult basic education, adult secondary education, and English-as-a-Second-Language programs are

Book for Volunteer Tutor Program Coordinators.
PUB DATE- 94
NOTE- 321p.; Compiled by Tacoma Community House Training Project and Washington Literacy. For a related document, see CE 068 030.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Community Relations; Demonstration Programs; Educational Facilities; *Educational Practices; Educational Resources; Evaluation Methods; *Literacy Education; *Models; *Program Administration; Student Evaluation; Student Recruitment; Tutoring; *Volunteers; Volunteer Training
IDENTIFIERS- Washington

Gathered from practitioners in Washington state, this resource book contains samples of actual program materials used by teachers of literacy and English as a Second Language. The program materials were gathered from 28 programs in the state and are organized around the three major sections of the Washington state standards for high quality volunteer adult tutoring programs: management, students, and volunteers. In the management section, sample materials provided include the following: program goals and objectives; board member job descriptions, public relations materials, staff job descriptions, staff orientation and training activities; staff evaluation activities; program evaluation input from students, volunteers, staff, and others; and evaluation process activities. Student section samples are as follows: student outreach materials; student goals lists; student self-assessment tools; student program orientation activities; contracts; and student evaluation activities. The volunteers section of the guide contains the following sample program materials: volunteer recruitment materials; program information for prospective volunteers, tutor job descriptions, volunteer orientation and recognition activities, volunteer support contact notices, methods of recording volunteer support contact, and volunteer evaluation tools. (KC)

ED 378 385 CE 068 033

Lombard, Richard C.
Vocational Assessment Practices: What Works.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 5p.; Prepared by the Office of Special Populations, University of Illinois at Urbana-Champaign Site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Evaluation Methods; Individualized Education Programs; Models; Postsecondary Education; Secondary Education; *Special Needs Students; *Student Evaluation; Teaching Methods; Vocational Aptitude; Vocational Education; *Vocational Evaluation
IDENTIFIERS- Wisconsin

Research has shown that successful school-to-work transitional planning must be linked to good vocational assessment. A study of the type and extent of formal vocational assessments being conducted by educators within secondary schools in Wisconsin showed that 77 percent assessed occupational interests, 63 service to constituents and manage institutional change. This process drew upon important elements of already existing relationships. Focus groups studied ideas in a collective context. The hallmark of focus groups was explicit use of interpersonal interaction to produce data and insights that would be less accessible without the interaction. The strengths of focus group analysis included the following: the results are understandable and immediate; participants enjoy the opportunity to participate; the interaction created a favorable impression that the sponsors cared enough to listen; the process provided a richness of data at a reasonable cost; and the format allowed the moderator to probe. (Attachments include a chart illustrating characteristics of today's and tomorrow's workplace; a structure for the focus group process; ground rules; sample agenda form; checklist for focus group interviews; a diagnostic profile; and outline of focus group analysis.) (YLB)

ED 378 403   CE 068 077

Losh, Charles
A Benchmarking Model. Benchmarking Quality Performance in Vocational Technical Education.
PUB DATE- 10 Dec 94
NOTE- 10p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competency Based Education; Competition; *Educational Quality; *Excellence in Education; Free Enterprise System; *Job Performance; Labor Force Development; Models; Postsecondary Education; Productivity; Program Effectiveness; Program Evaluation; Secondary Education; *Vocational Education
IDENTIFIERS- *Benchmarking

The Skills Standards Projects have provided further emphasis on the need for benchmarking U.S. vocational-technical education (VTE) against international competition. Benchmarking is an ongoing systematic process designed to identify, as quantitatively as possible, those practices that produce world class performance. Metrics are those things that are to be measured in a performance system. Each must have a measurement process designed to determine objectively the status of both the benchmarker and that which is benchmarked on that metric. Types of metrics include the following: an exam, number of hours to produce a program completer, operating budget per student, placement rate of students in directly related jobs, and employer satisfaction with the quality of the completer. For benchmarking to have utility in VTE, the metrics chosen must keep the process relatively easy and yield results useful for program improvement. For a VTE benchmarking model to be of benefit to practitioners, it must review elements found in a high quality VTE program. The product of the VTE system is an individual prepared to be a productive employee. In the design of a system to benchmark VTE programs and the products of those programs, there are numerous elements to be considered. They can be identified within two categories: those elements of process and those characteristics of product. The most compelling reason to benchmark in VTE is the need to improve the quality of the product. (YLB)

ED 378 404   CE 068 078

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Employment Opportunities; *Employment Patterns; *Employment Projections; Employment Statistics; *Futures (of Society); Labor Needs; *Occupational Surveys

The trend toward continued job growth will gain strength in the second quarter of 1995, according to a survey of more than 15,000 U.S. businesses. Hiring increases were predicted by 30 percent of the firms, whereas 7 percent expect their work force to decrease. The net hiring strength of 23 is the highest level seen since the third quarter of 1989 and compares to a net hiring strength of 20 in the survey a year ago. On an industry basis, the durable goods manufacturing sector leads the national results with 38 percent of the respondents planning to increase their work force and 7 percent expecting decreases. The resulting net hiring strength is one of the highest on record for this industry and is unsurpassed since 1984. The wholesale and retail trades sector also projects a near-record outlook, with 34 percent of those surveyed expecting to expand employment whereas 6 percent are cutting back. The strongest geographic projection is for the Midwest; the Northeast and the West are less optimistic. (The report includes charts and graphs of employment outlooks by industry, nationally since 1980, and by region by industry.) (KC)

ED 378 422 CE 068 141

Kerka, Sandra
High Performance Work Organizations. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Employment Practices; *Job Performance; Organization; *Organizational Change; *Organizational Development; Organizational Objectives; *Personnel Management; Productivity; Total Quality Management; Trend Analysis; *Work Environment
IDENTIFIERS- *High Performance Work Organizations

Organizations are being urged to become "high performance work organizations" (HPWOs) and vocational teachers have begun considering how best to prepare workers for them. Little consensus exists as to what HPWOs are. Several common characteristics of HPWOs have been identified, and two distinct models of HPWOs are emerging in the United States. The lean production model relies on centralized coordination, top-down total quality management, and reengineering. The team production model calls for empowered workers making decisions and producing innovations. Estimates of the number of HPWOs vary widely from one study to the next. Perhaps one-fourth to one-third of U.S. firms have made some type of high performance changes. Another point of controversy is whether HPWOs are effective. Different studies have demonstrated different effects of HPWO practices on productivity, pay, and workers themselves. A few statements can safely be made about HPWOs, however. A growing minority of firms appears to be following the HPWO path. No one best way of becoming an HPWO is emerging, however, because not all high performance techniques apply to all types of work. Despite the various controversies surrounding HPWOs, the consensus is that workers should be

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Educational Planning; *Literacy Education; *Program Administration; *Program Development; Program Implementation; *Strategic Planning

In an era of rising public criticism of education and decreasing resources, strategic planning can be a major tool for educational administrators who wish to respond to the increasing challenges their adult literacy programs face. Strategic planning can be defined as a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it. The strategic planning process includes designing, implementing, and monitoring plans for improving organizational or program decision making. Although various writers specify different numbers of steps in a strategic planning model, they generally agree on the following core activities that must be addressed: (1) reaching initial agreement among all the planning committee members; (2) defining the program or organizational mandate and mission; (3) formulating program objectives; (4) conducting SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis; (5) developing strategies and an action plan; (6) implementing the plan; and (7) monitoring and evaluating the outcomes of the implementation. Each of these activities has its own subprocess or substeps that need to be followed carefully. Strategic planning helps literacy program administrators to develop a clear vision of what their programs are about, who they serve, and in what ways. It also helps link this vision with the activities that will implement it. Strategic planning also helps administrators collaborate and communicate with relevant agencies, develop realistic goals, and develop an implementation strategy. Strategic planning is an extensive process that ensures program survival and growth in a rapidly changing environment. (KC)

ED 378 444 CE 068 227

Malitz, Kari; Nixon-Ponder, Sarah
Increasing Retention through Student Success. Research to Practice.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 95
NOTE- 3p.; Adapted and expanded from "Student Retention: Creating Student Success" by Fran Tracy-Mumford.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Classroom Techniques; *Dropout Prevention; Dropouts; *Literacy Education; Potential Dropouts; *School Holding Power; Student Attrition

Improving retention in adult literacy programs is of great concern for both instructors and administrators. A learner-centered program is a must for improving retention. In such a program, a support system for learners should be readily accessible. Instruction should be based on students' goals, and

Redekopp, Dave E.; And Others
Everyday Career Development: Participant and Facilitator Guides.
PUB DATE- 94
NOTE- 301p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; *Career Development; Career Education; *Career Guidance; Careers; *Classrooms; *Curriculum Development; Foreign Countries; Occupational Aspiration; School Guidance; Secondary Education; Secondary School Students; Student Development; Teacher Student Relationship; *Vocational Interests
IDENTIFIERS- Alberta; Career Decisions

This guide provides a reference to educators interested in helping students make the link between school programs and career opportunities after high school. Presented in two parts, it focuses on ways of infusing career education into the high-school curriculum. This approach reduces the gap between career education (usually relegated to guidance counselors and other specialists) and education. The guide operates on three principles: (1) career development issues are significant to secondary school students; (2) teachers exert considerable influence over students' career development; and (3) resources for guidance and counseling services may dwindle, curtailing the career development help students need. The most important motive for the guide, however, is to show students that their education and their career development are inextricably linked. By the end of the book, it is hoped that teachers will have acquired some strategies and tools that can be comfortably and effectively implemented within the classroom without increasing the workload. The facilitator's guide offers a daily schedule and suggestions so that teachers can bring this approach to life through examples, activities, discussions and practice sessions. (RJM)

ED 378 466 CG 025 861

Spray, Kristina J.
Mentoring: Utilizing This Relationship in the Graduate Education of Psychology Students and Possible Concerns.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Graduate Students; Graduate Study; Higher Education; Interpersonal Relationship; *Mentors; Modeling (Psychology); *Professional Development; Professional Training; Psychology; Role Models; *Significant Others; Supervisors; *Teacher Student Relationship
IDENTIFIERS- *Advisers

Mentoring is important in developing successful professionals in a variety of fields. The mentor offers the protege a source of knowledge and support, which, in turn, gives the mentor satisfaction. To find a mentor, a person usually decides on a field of interest, and once this is accomplished, the individual searches for someone with similar interests and values. Mentors can employ several techniques to aid their proteges. These include modeling, feedback, contingency management, instructing, questioning, cognitive structuring, counselor serves as a resource for children as they learn the limits of personal autonomy within the context of social expectations and roles. Such limits are defined at the point at which social cooperation becomes a learned competency and a legitimate expectation for the autonomous individual. Contains 25 references. (BF)

ED 378 487 CG 025 887

Timm, Joan Thrower
Laotian Hmong Students and American Education: Meeting Special Needs and Challenges.
PUB DATE- 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Cross Cultural Training; Cultural Pluralism; Cultural Traits; *Culture Conflict; Educational Strategies; Elementary Secondary Education; Ethnography; Hmong; *Hmong People; Laotians; *Teacher Education; *Values

This ethnographic study explored Hmong cultural and educational values. The interview data revealed some Hmong values similar to mainstream American values such as a respect for hard work; a concern about personal honor; and honesty. Some values, however, were in conflict with dominant American values such as: a strong clan-oriented society; a tradition of arranged marriages; a belief in education for some but not all males in a family and a belief in extremely limited education for females. With regard to educational issues, the first challenge for educators is that of language. While Hmong parents valued education, they did not want their children to lose either their language or their culture which they viewed as interconnected. Suggestions for classroom procedures to follow and to avoid are discussed as well as issues concerning home/school relationships. Sex education, after-school activities, conferences and parent organizations were unfamiliar concepts to Hmong parents. Contains 14 referencees. (BF)

ED 378 488 CG 025 888

Dykeman, Cass
Elementary School Student Mental Health Needs Assessment: Implications for School Counseling Research and Practice.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counseling Theories; Elementary Education; Elementary School Students; Literature Reviews; *Mental Health; *Needs Assessment; *School Counseling; Student Characteristics; *Student Needs; Theory Practice Relationship

This paper reports on the current state of elementary school student mental health needs assessment and makes recommendations for future school counseling research and practice. The review of the theoretical literature on needs assessment examines several studies by numerous researchers. With one exception, all instruments reviewed were generated

Juvenile Justice: Improving the Quality of Care.
SPONS. AGENCY- Carnegie Council on Adolescent Development, Washington, DC.; Jessie Ball DuPont Religious Charitable and Educational Fund, Jacksonville, FL.
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Welfare; *Correctional Rehabilitation; Courts; *Delinquency; Delinquent Rehabilitation; Developmental Programs; Elementary Secondary Education; Justice; *Juvenile Courts; *Juvenile Justice; Laws; Problem Children; Rehabilitation Programs; *Social Attitudes; *Youth Problems

This booklet describes the juvenile justice system and offers suggestions for the system's future. The disparate legal context of juvenile justice in the United States reflects Americans' ambivalent feelings toward this branch of justice. What is needed, it is argued, is a developmental perspective where society expects young people to make mistakes and then addresses these actions without exacting full adult court penalties. Profiles of delinquency cases and the characteristics of juvenile delinquents and their backgrounds are examined. Denoting trends in adolescent crime is difficult since only about one-third of all crimes are reported to the police; juvenile arrests, therefore, reflect a tiny fraction of overall delinquent behavior. Arrest records do indicate that minority adolescents comprise a disproportionate share of those incarcerated. Likewise, actions toward female offenders appears unequal with 61 percent of females not incarcerated for delinquent behavior. The situation is further confused by the lack of any standardized measure for recidivism. Once they are detained, juveniles need to have specific problems addressed. Their health care, environmental forces, and other factors require concerted remedies. The federal government can help reform juvenile justice by viewing it as an adolescent health care system, where juveniles' mental and physical health are systematically addressed. (RJM)

ED 378 509 CG 025 911

Artz, Sibylle
Feeling as a Way of Knowing: A Practical Guide for Working with Emotional Experience.
SPONS. AGENCY- British Columbia Ministry of Advanced Education, Training and Technology, Victoria.; Canada Employment and Immigration Commission, Ottawa (Ontario).; Victoria Univ. (British Columbia).
PUB DATE- 94
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Affective Behavior; Attitudes; *Cognitive Processes; Cognitive Psychology; *Cognitive Structures; Emotional Experience; *Emotional Response; Experiential Learning; Foreign Countries; Intuition; *Learning Processes; Psychological Patterns; Psychological Studies
IDENTIFIERS- *Emotions; Emotion Theory; Feeling of Knowing; *Knowledge

Feeling, emotion, and passion are the "stuff" of everyday experience. This guidebook helps the reader understand emotions

NOTE- 19p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Education; Elementary Education; Parents as Teachers; Program Development; *Reading Difficulties; *Reading Improvement; Spelling; *Tutoring
IDENTIFIERS- Reading Management

This booklet describes the creation of a community education course to provide the one-to-one teacher-student ratio for adults and children who require it to learn to read and spell proficiently. The booklet begins with a discussion of arguments against establishing such a class, including: (1) parents cannot teach their own children; (2) teachers and principals will feel implicit criticism of their work; and (3) children will become confused by being taught one thing in school and another at home. The booklet also discusses steps in initiating the class, committee meeting priorities, advertising as the key to success, how to insure failure of the program, suggestions for maintaining attendance, types of classes, and approaches that have been used successfully. A sample form letter for school principals and a 22-item selected bibliography of books available for parents to help them tutor are attached. (RS)

ED 378 529 CS 011 948

McCabe, Don
The Case of the "INVISIBLE" Y or Why Is There a Y in You and NOT in Union (YOONYUN), Eunice, and Huge? AVKO "Great Idea" Reprint Series No. 619.
PUB DATE- 82
NOTE- 13p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consonants; Distinctive Features (Language); Elementary Secondary Education; *Phonics; Pronunciation; Reading Difficulties; *Word Lists; *Word Recognition
IDENTIFIERS- Letter Recognition

All consonant sounds involving the sound /y/ omit the letter Y, such as few, cute, immune, and view. Perhaps 75% of high school students whose formal reading level is below seventh grade will not be able to pronounce these words that contain the "invisible" Y sound. Good students usually do not have to be taught this pattern, but average and below-average students need the chance to learn this pattern from formal presentations and drills. (A list of over 200 invisible Y words with their correct and incorrect pronunciations is attached.) (RS)

ED 378 530 CS 011 949

McCabe, Don
How To Develop Your Own Sequential Spelling Tests. AVKO "Great Idea" Reprint Series No. 620.
PUB DATE- 82
NOTE- 11p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English

passage; (6) 61% of the students read the passage at a rate of at least 100 words per minute; and (7) accuracy and rate displayed some relationship to reading fluency. (Contains 11 tables and two figures of data. Appendixes present the interview guide, and a description of the procedures and methods of the IRPR.) (RS)

ED 378 551 CS 011 971

A Synthesis of Data from NAEP's 1992 Integrated Reading Performance Record at Grade 4: Report in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 21p.; For full reports excerpted here, see CS 011 969-970.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Methods; *Grade 4; Intermediate Grades; *Oral Reading; *Reading Achievement; *Reading Aloud to Others; *Reading Attitudes; *Reading Habits; Reading Research; Recreational Reading
IDENTIFIERS- National Assessment of Educational Progress; Research Synthesis

This concise report presents excerpts from the two full reports of the 1992 Integrated Reading Performance Record (IRPR), which examined the reading habits and oral reading of a subgroup of fourth graders who participated in the 1992 National Assessment of Educational Progress (NAEP) study. The report presents major findings of the two full reports, including: (1) much can be learned and documented about important aspects of reading development through literacy interviews and by listening to them read aloud; (2) 55% of the subjects were considered to be fluent, but only 13% could be described as consistently reading with appropriate phrasing and with at least minimal expressiveness; (3) oral reading fluency demonstrated a significant relationship with reading comprehension; (4) an overwhelming majority of students reported reading storybooks or magazines, but significantly fewer of them reported reading information books; and (5) fluent reading appeared to be related to certain literacy activities. The brief report also discusses several activities warranting consideration by schools and families as they seek to support the literacy development of children, including the importance of broad reading experiences, reading outside of school, responding to reading, oral reading experience supported through shared reading activities, making books available to students, and talking to students about their literacy experiences. Contains six figures of data. (RS)

ED 378 552 CS 011 972

Replies to the Questionnaire on the Theme of the 42nd ICE on Literacy Education = Responses au questionnaire sur le theme de la 42e CIE sur l'alphabetisation. IBE Documents Series, Number 2, December 1991.
PUB DATE- Dec 91
NOTE- 196p.; For a related document, see CS 011 973.
LANGUAGE- English; French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Literacy; Elementary Secondary Education; *Enrollment Trends; Global Approach;

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Advertising; British National Curriculum; Elementary Education; English Literature; Poetry; *Reader Response; *Reader Text Relationship; *Reading; *Reading Processes; Text Structure
IDENTIFIERS- *Response to Literature; Text Factors

Exploring the responses of a variety of readers from three-year-old Dominic sharing a picture book with his father to adults reading a poem by Ted Hughes, this book examines the ways in which various readers respond to different texts. The aim of the book is to develop an awareness of the issues involved in readers' responses for primary teachers. Chapters in the book are: (1) Readings; (2) The Power of Story; (3) Readers and Stories; (4) Reading into Writing; (5) Poetry: The Inexhaustible Ambiguity of Sentences; (6) Advertising: Legal, Decent, Honest, and Truthful?; and (7) Implications for the Classroom. An appendix presents excerpts of several texts. A 90-item bibliography is attached. (RS)

ED 378 572 CS 214 681

Beach, Richard
Differences in Preservice Teachers' Self-Assessing Strategies: Coping with the Conflicts and Tensions of Teaching.
PUB DATE- Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English Instruction; Higher Education; *Preservice Teacher Education; *Reflective Teaching; *Self Evaluation (Individuals); *Student Teaching; *Teacher Education Programs; Writing Assignments
IDENTIFIERS- University of Minnesota; *Writing Contexts

Teacher educators have recently devoted much attention to fostering reflection in teacher preparation programs. A teacher is most likely to reflect when he or she is faced with a conflict or tension. A post-baccalaureate English education program at the University of Minnesota employs a number of different activities to encourage its preservice teachers to reflect on such conflicts and tensions. First, the program requires teachers to review an audio or video tape of an episode with a pupil or a peer. They write a narrative of the tape and then write a reflection based on that narrative. Second, the program requires teachers to keep a journal in which they reflect on reading and discussions in their methods classes. Third, university supervisors challenge teacher perceptions by writing their own assessments of teachers' classroom activities. Fourth, the program tries to debunk simplistic, "pollyannish" notions of teaching by asking teachers to write a school ethnography. In these activities, excerpts from preservice teacher journals show a broad range of styles in reflection. One student is reluctant to criticize herself; another perceives himself as up against a system; yet another observes tension between her own standards and her students. Some strategies for helping preservice teachers in their self-evaluations would include methods of identifying types of conflicts and tensions; methods of defining conflicts between different perspectives or needs; and methods of reflecting on institutional forces constituting teaching and

The Huck Finn Experience.
PUB DATE- 93
NOTE- 6p.; A product of Project SEED.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Class Activities; English Instruction; *Integrated Activities; *Interdisciplinary Approach; Literature Appreciation; Secondary Education; Teacher Developed Materials; Units of Study; Writing Assignments
IDENTIFIERS- *Huckleberry Finn

This paper describes "The Huck Finn Experience," a high motivation interdisciplinary unit that takes students on a 6-week journey back to the life and times of Mark Twain through the fictional character of Huckleberry Finn. The unit described in the paper was designed for eighth-grade students but could be easily adapted to be successful with grades 7 through 12, and takes into consideration the many different ability levels of students. The paper presents an outline of the 6-week unit and a list of resources needed for the unit. Activities in the unit described in the paper include writing newspapers, linking up with pen pals in Missouri, exploring a cemetery, climbing a mountain, cooking a Southern meal, learning blue printing and raft construction, and studying buoyancy and density. The paper notes that the more than 90 students involved in the unit came away feeling positive about their accomplishments and their contributions to the project. (RS)

ED 378 591 CS 214 714

Renaud, Linda; Silk, Lynn
Tall Tales on Tour.
PUB DATE- 94
NOTE- 5p.; A product of Project SEED.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Integrated Activities; Interdisciplinary Approach; Program Descriptions; Resource Units; Rural Education; School Community Relationship; Teacher Developed Materials; Units of Study
IDENTIFIERS- Maine (Washington County); *Oral Literature; *Tall Tales

"Tall Tales on Tour" consists of a mobile unit of books, posters, puppets, plays, videos, teachers' guides and other resources designed to kindle enthusiasm and love for tall tales in students in grades 3-8 and to establish links with rural Washington County, Maine, schools. The program consists of three main components: (1) immersing students in tall tales activities across the curriculum; (2) developing a curriculum guide outlining specific activities; and (3) lending the unit to other rural schools in the area. Approximately 100 students in three schools in rural Maine participated in a variety of activities. Resources needed include overhead projectors, video cameras, tape recorders, and an all-purpose room or gymnasium for large group activities. Community volunteers participated in various activities. A suggested timeline is to spend the first half of the school year in developing activities and gathering materials, and implement the Tall Tales on Tour program during the second half of the school year. (RS)

ED 378 592 CS 214 715

1982).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Film Study; Guides; Higher Education; *Production Techniques; Professional Training; *Television; Television Research
IDENTIFIERS- *Film Theory; Technology Utilization; *Television Theory

The literature of film and literature of television are, to a large extent, two separate entities. The major film theorists have not had much to say about television, and television has inspired few theorists of its own--few, that is, whose major concern, like the film theorists', is aesthetics. One of the earliest forms of commentary on television is the production manual, most of which are elementary surveys covering technology, program types, basic principles of perception, composition and camera movement. Drawing on 31 production manuals--bur four of these in particular (Hubbell's "Television Programming & Production"; (Millerson's "The Technique of Television Production") Royal's Anthology, "Television Production Problems"; and Zettl's "Sight-Sound-Motion")--a study examined the treatment of film and video theory. Two areas in particular were concentrated on: (1) specific references to film theory and conventional filmic practices, as they are applied to television; (2) discussions of television's unique, essential properties. In "Television Programming and Production," Richard Hubbell goes to greater pains than most in comparing television to its antecedents; he poses four striking questions that probe the essential nature of television. The manuals that contrast television with film, on the other hand, identify such distinct characteristics as its live/immediate/spontaneous/simultaneous nature, and its relatively small image size. These manuals show scholars what areas deserve the greatest attention in future books on television theory. Major issues on television's image quality have gone almost completely uninvestigated. (Contains 67 notes.) (TB)

ED 378 611 CS 508 784

Smitter, Roger
Using Feature Films to Integrate Themes and Concepts in the Basic Course.
PUB DATE- Nov 94
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Guides; *Film Study; Higher Education; *Introductory Courses; *Speech Communication; Textbook Content; *Thematic Approach; Undergraduate Students
IDENTIFIERS- Communication Context

The typical textbook for the basic course fails to integrate the broad range of topics it introduces to the new student of communication. One way of addressing this problem would be to use feature films in the course, such as "Wall Street," "True Colors," "Other People's Money," "Milagro Beanfield War," and

(150),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Context; *Cultural Influences; Global Approach; Higher Education; Models; Pilot Projects; *Public Relations
IDENTIFIERS- Communication Behavior; Research Suggestions; World Views

A pilot study internationalized an existing set of four models of public relations and field tested an instrument that represents a cultural approach to public relations practice. The instrument is based on a combination and extension of G. Hofstede's views of culture as mental programs comprised of values about power, distance, uncertainty avoidance, masculinity-femininity, and individualism-collectivism, and J. E. Grunig's four models of public relations practice based on the direction and purpose of communication behavior. Subjects, 94 of 134 active public relations practitioners and researchers in an urban midwestern city, completed the instrument which reflected cultural variables, models of public relations, and demographic information. Results indicated that: (1) power distance correlated with both of the one way models of public relations, press agentry and public information; (2) Hofstede's uncertainty avoidance dimension correlated with the public information model only; (3) the separated index of femininity correlated with both the two-way asymmetrical and two-way symmetrical models; and (4) both individualism and collectivism correlated with each of the two way models. Future research should continue to administer and refine the model with data from outside the continental United States. (Contains 27 references.) (RS)

ED 378 630   CS 508 813

Hugenberg, Lawrence W., Ed.
Basic Communication Course Annual. Volume 5.
PUB DATE- Sep 93
NOTE- 279p.; For volume 6, see CS 508 814; for volume 4, see ED 376 517.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Communication Research; Computer Assisted Instruction; Ethical Instruction; Experiential Learning; *Graduate Students; Higher Education; Interpersonal Communication; *Introductory Courses; National Surveys; *Speech Communication; Student Evaluation of Teacher Performance; *Teaching Assistants; *Teaching Methods; Thinking Skills
IDENTIFIERS- Communication Competencies; Speech Communication Association

This volume of an annual collection of essays relating to instruction in the basic communication course presents 1992 Speech Communication Association Basic Course Committee award winning papers, articles on teaching assistants in the basic course, approaches to teaching in the basic course, research on the basic course, and a commentary. Essays in the collection are "The Effect of Computer-Generated Instructional Feedback and Videotape on the Speaking Performance of College Students in a Basic Speech Course" (Bruce W. Russell); "The Impact of Perceived Research and Teaching Competence on the Credibility of a Basic Course Director: A Case Study" (Pamela L. Gray and others); "Are You a REAL Teacher? Student Perceptions of the Graduate Student as Instructor of the Basic Communication Course" (Lynda R. Willer); "Student Perceptions of Teaching Assistants (TAs)" (Nancy L. Buerkel-Rothfuss and Donn S. Fink); "Teaching Ethics in Introductory Public Speaking: Review and

The fifth chapter describes educational futures in collaborative systems--changes in education to meet the needs of all children in the next century. Key terms and references are offered at the end of each chapter. (LMI)

ED 378 647 EA 026 406

Streshly, William A.; DeMitchell, Todd A.
Teacher Unions and TQE: Building Quality Labor Relations.
PUB DATE- 94
NOTE- 121p.; Volume 6 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collective Bargaining; Elementary Secondary Education; *Employer Employee Relationship; *Labor Relations; Organizational Communication; Organizational Development; *Total Quality Management; *Unions; *Work Environment
IDENTIFIERS- *Total Quality Education

This book is designed to provide school administrators and labor leaders with ideas about how to improve school district labor relations by incorporating the principles of Total Quality Management (TQM). In schools that apply the principles of Total Quality Education (TQE)--that is TQM as it modified to school practice--labor and management can agree to disagree while still maintaining a positive atmosphere of trust and mutual respect. Chapter 1 presents a brief history of U.S. teachers and their early associations. Chapter 2 focuses on the problems caused by industrial-style teacher unions and develops a rationale for abandoning adversarial union-management relations. The third chapter examines W. Edwards Deming's "14 points for management," which form the basis for the transformation of an organization into one that embraces the principles of TQM. Each of the points is related to the educational setting and school district labor relations. The collective bargaining aspects of labor relations are examined in chapter 4, which discusses the various conflicts and concordances, harmonies and dissonances, to determine whether collaborative bargaining is a vehicle or barrier to reform. Chapters 5-7 deal with the transformation from industrial unions to professional unions and changes that must be made as educators embrace the concepts of TQM. Chapter 5 focuses on the drift toward professional unionism, and chapter 6 delivers some practical advice for launching a new quality labor relationship in a school district. Chapter 7 is focused on the policy trust agreement. Key terms and references accompany each chapter. A total of 5 exhibits, 9 tables, and 1 figure are included. (LMI)

ED 378 648 EA 026 407

Cordeiro, Paula A.; And Others
Multiculturalism and TQE: Addressing Cultural Diversity in Schools.
PUB DATE- 94
NOTE- 126p.; Volume 7 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.

countries. A higher percentage of American students complete high school than ever before, and many go on to college. Students who directly enter the workplace are generally well prepared. The digest traces the decline in SAT scores to changes in the demographics of test takers, and shows how comparisons with other nations do not reflect cultural differences. For example, in many countries the tests are taken by an elite group of students who have more hours of instruction and practice than students in the United States. Nearly 60 percent of American students progress to postsecondary studies and about 26 percent receive bachelor's degrees. Finally, social and economic conditions have a large influence on the educational system's ability to perform its task. (LMI)

ED 378 666 EA 026 426

Fowler, William J., Jr., Ed.
Developments in School Finance. Fiscal Proceedings from the Annual NCES State Data Conference (July 28-30, 1993).
PUB DATE- Jan 95
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Court Litigation; Educational Economics; *Educational Equity (Finance); Educational Facilities; *Educational Finance; Elementary Secondary Education; Equalization Aid; Expenditure per Student; *Finance Reform; Foreign Countries; School District Spending; School District Wealth; Standards; Tax Effort; Teacher Salaries

State legislation and new funding mechanisms have changed the traditional landscape of school financing. This publication contains papers by presenters at the annual National Center for Education Statistics (NCES) State Data Conference. Following the foreword, acknowledgments, introduction, and overview, the papers include: (1) "Testimony to the Subcommittee on Education, Arts, and Humanities of the Committee on Labor and Human Resources, U.S. Senate" (G. Alan Hickrod); (2) "Adequacy Issues in Recent Education Finance Litigation" (R. Craig Wood); (3) "A Report on Educational Facilities" (David S. Honeyman); (4) "Defining and Measuring Opportunity to Learn" (Andrew C. Porter); (5) "The $300 Billion Question: How Do Public Elementary and Secondary Schools Spend Their Money?" (Lawrence O. Picus and Minaz Fazal); (6) "Education Finance Indicators: What Can We Learn from Comparing States with Nations?" (Thomas M. Smith); and (7) "International Comparison of Teacher Salaries and Conditions of Employment" (E. Howard Nelson). References accompany each chapter. Eighteen tables and five figures are included. (LMI)

ED 378 667 EA 026 428

Lindle, Jane Clark
Developing School Based Decision Making Capacities in Kentucky: Communication Satisfaction after the Pilot Year.
PUB DATE- Sep 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; Educational Change; Elementary Secondary Education; *Governing Boards; Interprofessional

(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Beginning Teacher Induction; Elementary Secondary Education; Instructional Leadership; Interprofessional Relationship; *Mentors; *Principals; *Professional Development; *Teacher Supervision

This document describes the principal's role in supervising a teacher mentoring program. It provides tips for guiding mentors and describes the characteristics of a good mentor. For example, mentors working with a novice should focus on three areas--the classroom, emotional support, and practical applications. Three styles of mentoring include acting as a responder, colleague, or initiator. Guidelines for pairing mentors with proteges are offered, which focus on recognizing these important characteristics of a good mentoring relationship: (1) similar values about achievement; (2) complementary skills and knowledge; (3) the mentor's experience level; (4) the mentor's willingness to share information; and (5) the willingness of both parties to listen and ask questions. In conclusion, mentoring involves many skills--knowing when and how to work with a new colleague, who should mentor, and how much mentoring is enough. The key, for the principal, is to act as a team builder and to maximize the mentor's effectiveness. (LMI)

ED 378 688   EA 026 457

Cobb, Clifford W.
Responsive Schools, Renewed Communities.
PUB DATE- 92
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Decentralization; *Democracy; *Educational Vouchers; Elementary Secondary Education; Equal Education; Government School Relationship; Higher Education; *Institutional Autonomy; International Education; New Federalism; Open Enrollment; Private Education; Racial Segregation; *School Choice; Tax Credits; *Tuition

This book contends that choice is critical to the process by which parents, students, and teachers can build consensus that allows a community of learning to emerge. It argues that the key to meaningful school choice is a system of tuition vouchers involving nongovernment schools, together with deregulation, which will foster an education that is nonelitist, pluralistic, and empowering. Part 1 deals with general issues in education and the need for choice, particularly through vouchers. Chapter 1 presents an overview of the conditions of education today and the reasons that government schools no longer meet the needs of a changing society. Chapter 2 describes some of the paradoxes and ideological factors that surround the voucher debate. The third chapter examines how the limited choice among schools functions and explains why the absence of incentives to expand the supply of alternative schools undermines the success of this approach. An opportunity for choice that involves both government and nongovernment schools is described in chapter 4. Part 2 (chapters 5-7) focuses on the failure of efforts by government schools to improve the education of minorities and the poor. The third part (chapters 8-10) examines empirical pertains to parental and professional congruency are presented. A table listing characteristics of the studies reviewed is appended. (Contains 115 references.) (DB)

ED 378 706 EC 303 602

Love, Laura
Applying the Fair Labor Standards Act When Placing Students into Community-Based Vocational Education. A Trainer's Manual.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 503p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Based Instruction (Disabilities); *Compliance (Legal); *Disabilities; Employer Employee Relationship; Employment Practices; Federal Legislation; Guidelines; Job Placement; *Labor Legislation; *Labor Standards; Secondary Education; *Vocational Education; Wages
IDENTIFIERS- *Fair Labor Standards Act

This manual, intended as a training module for professionals involved in providing community-based vocational education, provides a thorough review of the Fair Labor Standards Act (FLSA) as it applies to vocational education, training, and employment of students. Individual sections address the following topics: (1) relationship of the FLSA to other federal initiatives including the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973, and the Americans with Disabilities Act; (2) other applicable federal and state wage/hour laws; (3) specific requirements of the FLSA including guidelines for community-based educational programs for students with disabilities; and (4) conditions under which subminimum wages can be paid under the FLSA. Appendices comprise the bulk of the document and include: overhead transparencies; guidelines for implementing community-based educational programs for students with disabilities; compliance checklists; examples of Department of Labor application forms; a handy reference guide to the FLSA; a copy of the Fair Labor Standards Act of 1938 as Amended; regulations concerning hours worked, records to be kept by employers, and child labor requirements in agricultural and nonagricultural occupations; requirements concerning certificates of age; and requirements for the employment of workers with disabilities under special certificates. (DB)

ED 378 707 EC 303 603

Larson, Lisa
Part H of the Individuals with Disabilities Education Act: House Research Information Brief.
PUB DATE- Dec 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; Compliance (Legal); *Disabilities; *Educational Legislation; Educational Policy; Federal Aid; *Federal Legislation; Federal Regulation; *Federal State Relationship; Preschool Education; *State Programs

which addresses a definition of assessment, how students are identified for assessment, federal law requirements, and the federal disability categories. Section 2 briefly describes the following sources of information: school records, student work, prereferral procedures, observational techniques, interviews, testing, ecological assessment, direct assessment, dynamic assessment, task analysis, outcome-based assessment, and learning styles assessment. Section 3 then considers the parents' role in the assessment process, including before, during, and after the evaluation. The fourth section offers guidelines for assessing students who are culturally and linguistically diverse. Section 5 looks at the primary areas of assessment including intelligence, language, perceptual abilities, academic achievement, and behavior and emotional/social development. The final section addresses interpretation of the results of such a comprehensive evaluation and focuses on the Independent Education Evaluation and the Individualized Education Program meeting. A list of relevant organizations and publishers completes the issue. (Contains 49 references.) (DB)

ED 378 726 EC 303 622

Kupper, Lisa, Ed.
Bibliography for Families: Assessing Children for the Presence of a Disability.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.; For related bibliographies, see EC 303 621-623.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Disability Identification; Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; Individualized Education Programs; *Parent Participation; Resources; *Student Evaluation

This bibliography, intended for families, lists 65 resources on assessing children for the presence of a disability. Resources are intended to ensure that all members of the Individualized Education Program team, including parents, have an appropriate base of information. Resources were published from 1983 through 1994 and are grouped into the following categories: (1) materials for consumers; (2) textbooks; (3) resources providing reviews and critiques of specific tests; (4) selected resources on curriculum-based assessment; (5) selected resources on dynamic assessment; (6) selected resources on task analysis; (7) selected resources on assessment of specific disabilities or specific skill areas (attention deficit disorder, behavior, hearing or visual impairments, intelligence, language, learning/reading disabilities, mental retardation, nonverbal individuals, and physical/multiple disabilities); and (8) selected resources on assessment of minority students. A list of publishers with addresses and telephone numbers completes the bibliography. (DB)

ED 378 727 EC 303 623

Kupper, Lisa, Ed.
A Bibliography for Schools: Assessing Children for the Presence of a Disability.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94

ED 378 746 EC 303 643

Implementation of Transition Services in State Systems: Colorado, Nebraska, Minnesota and Virginia.
PUB DATE- Apr 94
NOTE- 166p.; Papers presented at the Annual Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994). Some reprints will not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Education Work Relationship; *Individualized Education Programs; Planning; Postsecondary Education; School Community Relationship; Secondary Education; *State Programs; *Transitional Programs
IDENTIFIERS- Colorado; Minnesota; National Transition Network; Nebraska; Virginia

This document brings together descriptions of education-to-work transition services for individuals with disabilities, as presented at a 1994 conference. The document begins with a discussion of the National Transition Network, focusing on its historical background and state-level technical assistance. "Transition from School to Adult Life for Students with Disabilities: A Guide for Educators in Nebraska Public Schools" (Barbara Schliesser and others) clarifies work guidelines, presents transition services indicators, and reviews the specification of transition services in Individualized Education Programs. Sharon deFur then describes Virginia's UNITE (Unified Intercommunity & Transition Empowerment) for Youth with Disabilities in a paper titled "A Planning Aid To Integrate Transition into IEPs Using Strategic Questioning." Minnesota's Transition Systems Improvement Initiative is then described in a compilation of materials presented by Stephanie Corby and Sandra Thompson, which include forms for a transition planning folder, a reprint of an article titled "Promoting Post-Secondary Education for High School-Aged Youth with Disabilities: A Model of Empowerment," by Robert J. Miller and others, and a list of resources for transition planning. Susan McAlonan outlines the Colorado Systems Change Transition Project, describing transition planning, parent involvement, curriculum, school/community coordination, and transition outcome indicators. (JDD)

ED 378 747 EC 303 644

Anderson, David W.; Overdorf, Marylynn
Behavioral Variations among Special Populations.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Emotional Development; *Intelligence; Intelligence Quotient; Interpersonal Competence; Junior High Schools; Junior High School Students; *Learning Disabilities; *Mild Mental Retardation; Resource Room Programs; Social Development; *Student Placement
IDENTIFIERS- Social Emotional Dimension Scale

This study examined behavioral differences among junior high students enrolled in three special education programs, using the Social-Emotional Dimension Scale (SEDS). The focus of the study was on examining the relationship among measured intelligence, type of placement, and behavior. Subjects were 59

Kallio, Brenda R.
Teacher and Parent Assessment of Employability/Life Skills.
PUB DATE- 93
NOTE- 22p.; Contains dot-matrix print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Employment Potential; *Interrater Reliability; *Job Skills; *Multiple Disabilities; Parent Attitudes; *Rating Scales; Student Characteristics; Teacher Attitudes; Vocational Evaluation

This study examined the relationship of teachers' and parents' ratings of the employability skills of 15 students (ages 8-16) with multiple disabilities. Five teachers and 14 sets of parents used the Ohio Employability/Life Skills Assessment, Parent Form to assess student mastery of employability attitudes and skills. Significant differences were found on ratings of relations with supervisors and relations with peers; no significant differences were found on ratings of quality of work, general work habits, task-related skills, quantity of work, relationship to parent, and work attitudes. The study concluded that there is no difference between teacher ratings of students and parent ratings of the same employability characteristic. (JDD)

ED 378 765 EC 303 664

Thomas, Stephen B.; Denzinger, Carol A.
Special Education Law: Case Summaries and Federal Regulations.
PUB DATE- 93
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; *Disabilities; Discipline Policy; Due Process; *Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; *Federal Regulation; Financial Support; Higher Education; Preschool Education; Pupil Personnel Services; *Special Education; Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act Part B

This document presents summaries of state and federal special education court cases from approximately 1980 through 1992 and the federal regulations for Part B of the Individuals with Disabilities Education Act (IDEA) as amended through March 1993. Cases are grouped by issue addressed and include a citation and a one-paragraph summary of the decision. The following seven major topics are covered (with sample subtopics in parentheses): (1) qualification for services (residency, age, and qualification under IDEA); (2) due process procedures (Individualized Education Program development and review, notification and consent requirements, and judicial review); (3) student placement (appropriate placement/services, length of day and year, least restrictive environment); (4) related services (psychiatric services and psychotherapy, nursing care, and transportation); (5) disciplining students with disabilities (corporal punishment, suspension, and disciplinary program incorporated into the Individualized Education Program); (6) relief under IDEA (reimbursement for private services, attorney fees, and compensatory education); and (7) financial issues (equal protection, state funding, and state immunity). Additional sections summarize cases specific to preschool, higher education, and employment. A table lists cases alphabetically. The IDEA Part B regulations are presented

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accident Prevention; Adult Education; *Aging (Individuals); Annotated Bibliographies; Drug Education; Exercise; Fire Protection; Foreign Countries; Health Promotion; *Independent Living; Mobility Aids; Nutrition; *Older Adults; Physical Fitness; *Risk; *Safety; Safety Education; Safety Equipment; Traffic Safety
IDENTIFIERS- *Great Britain; Hypothermia; *Risk Taking

This annotated bibliography, which was developed as part of a series of selected bibliographies on aging for Great Britain's Centre for Policy on Ageing, contains a total of 368 entries organized under the following subject headings: risk (identification, nature, responsibilities, risk taking, security); environmental safety (hazards, design, accident data); communications (dispersed alarms, electronic monitoring, telephone support, area wardens, two-way communications); falls (causes, prevention, consequences); fire (prevention measures, fire-fighting strategies, evacuation); food and drink (nutrition, effects of alcohol, equipment); health and fitness (exercise, relationship between health and aging); hypothermia (medical factors, environmental factors, diagnosis, management, other cold-related risks, health-related risks); medication (drug administration, adverse reactions, adverse interactions, overmedication); mobility (footwear, walking aids, lifts, wheelchairs); and road safety (drivers, pedestrians, car adaptations). Each annotation contains the following information: author, title, publisher and city/year of publication, document length, and annotation summarizing the document's content and/or thesis. Concluding the bibliography is an author index. (MN)

ED 378 311 CE 065 535

Workplace Learning Provider's Manual. Practical Steps for Developing Programs.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 93
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Curriculum Development; Job Skills; *Literacy Education; Needs Assessment; *Program Development; Program Effectiveness; *Program Evaluation; *Program Implementation; School Business Relationship; Student Recruitment
IDENTIFIERS- California; *Workplace Literacy

This handbook provides a broad overview of the stages and activities to be undertaken to establish workplace learning (WPL) programs. It is designed to lead WPL service providers and employers through the process of developing a WPL program. Each chapter begins by stating the purpose and the outcomes expected upon completion. Throughout the manual are found graphic displays of check lists (a list of tasks that should be completed toward setting up a program) and exhibits (capsulized summaries of concepts and issues). Chapter 1 summarizes five basic steps in deciding whether to offer a WPL program. Chapter 2 discusses marketing and public relations. Chapter 3 leads the reader through three steps in meeting with employers: understanding the provider-client relationship, building a good relationship, and negotiating a needs analysis agreement.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Articulation (Education); Communications; Competence; *Competency Based Education; Computer Assisted Design; Computer Assisted Manufacturing; Computer Literacy; Drafting; Electricity; Electromechanical Technology; Electronic Control; Electronics; Employment Potential; *Engineering Technicians; Engineering Technology; Equipment Maintenance; High Schools; *Job Skills; Manufacturing Industry; *Mechanics (Process); Metal Industry; Minimum Competencies; Numeracy; Postsecondary Education; Quality Control; Reading Skills; Safety Education; Science Curriculum; Supervision; Technical Education; *Tech Prep; Tool and Die Makers; Troubleshooting; Two Year Colleges; Welding

This document contains 33 units to consider for use in a tech prep competency profile for the occupation of mechanical technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, supervision, troubleshooting and repair, industrial electricity, drafting technology, computer-assisted drafting and design (CADD) fundamentals, intermediate CADD, equipment installation, equipment maintenance, mechanical power transmission, electromechanical technology, precision machining, fundamentals of machine anatomy, hydraulics and pneumatics, industrial manufacturing technology, programmable logic controllers, computerized numerical control, industrial engineering basics, basic materials science, welding basics, metal stamping dies, press technology, and sheet metal fabrication. (YLB)

ED 378 330 CE 067 906

Manufacturing (Industrial) Technician.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE- 94

NOTE- 145p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Articulation (Education); Communications; Competence; *Competency Based Education; Computer Assisted Design; *Computer Assisted Manufacturing; Computer Literacy; Drafting; Electricity; Electronic Control; Electronics; *Electronic Technicians; Employment Potential; Equipment Maintenance; High Schools; Industry; Instrumentation; Instrumentation Technicians; *Job Skills; Manufacturing Industry; *Mechanics (Process); Minimum Competencies; Numeracy; Numerical Control; Postsecondary Education; Quality Control; Reading Skills; Safety Education; Science Curriculum; Technical

(Education); Associate Degrees; Business Education; Community Colleges; Competence; *Curriculum Development; *Educational Change; High Schools; *Integrated Curriculum; Minimum Competencies; Office Occupations Education; *Program Development; Program Implementation; Technical Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Rhode Island

The Rhode Island Tech Prep Associate Degree Program is a statewide partnership between the Community College of Rhode Island, 70 percent of the high schools in the state, and the business community. It targets students enrolled in unfocused general education programs in high schools and involves them in an applied course of study in mathematics, science, and communications. Tech prep provides students with an opportunity to enroll in courses at the secondary level that are occupationally related and taught in a "hands-on" cooperative learning setting. These curricula provide students with a better foundation of basic proficiency skills so they are better prepared to pursue a postsecondary training program and career in a technical, business, or health field. During the 1992-93 academic year, 1,256 students from 23 of the 41 comprehensive high schools and 8 vocational-technical career centers in Rhode Island were enrolled in tech prep at the secondary level. Tech prep high school students have participated in career development activities at the college. The program director has made presentations and many educators have come to Rhode Island to observe the program. The program has received a demonstration grant this year from the U.S. Department of Education to design a program evaluation and to develop promotional materials for national dissemination. (Fourteen graphs represent data collected on secondary and postsecondary students participating in the program.) (YLB)

ED 378 349 CE 067 928

Rhode Island Tech Prep Business & Industry Resource Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 17p.; For related documents, see CE 067 924-927.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Associate Degrees; Community Colleges; Corporate Support; Educational Change; *Education Work Relationship; High Schools; Integrated Curriculum; *Partnerships in Education; *Program Development; *School Business Relationship; Shared Resources and Services; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Rhode Island

This guide provides educators with information about developing partnerships with businesses. It begins with a rationale for forging education-business relationships and highlights benefits to all parties--educators, businesses, and students. The Rhode Island Tech Prep Associate Degree Program is cited as an example of how to create win-win situations. The program is described, with emphasis on the role of the Community College of Rhode Island. The following section outlines ways in which businesses can contribute, including curriculum revision, mentoring programs, classroom presentations, participation in career days, and work site tours for students and educators. These ways in which businesses benefit are described: employee explained. Literacy levels among various segments of the U.S. population and the relationship of literacy to labor market success are discussed. Examined in an overview of federal literacy policy are eight major literacy, welfare, and job training programs and the legislation authorizing them. Discussed next are client characteristics, funding/costs, sponsors, instructors, instructor training, and effectiveness. The functional context approach to literacy education and programs integrating literacy and job skills are highlighted. Seven two-generation and family literacy programs are described, and lessons learned from eight field demonstrations are summarized. The challenges of connecting the adult education and welfare systems and promising programs in three states are identified. Appended are the following: descriptions of efforts to integrate literacy education into welfare reform programs in California, New Jersey, and Ohio; descriptions of major national literacy organizations; and data on funding and earnings impacts of literacy education. Contains 77 references. (MN)

ED 378 367 CE 067 980

Weinstein-Shr, Gail
Literacy and Older Adults in the United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Needs; Educational Opportunities; *Educational Policy; Educational Practices; Educational Research; Educational Trends; Individual Characteristics; *Literacy Education; *Older Adults; Policy Formation; Population Trends; *Research Needs; Trend Analysis

Information about the specific literacy levels, needs, motivations, and resources of older adults is virtually nonexistent. As the percentage of older adults in the U.S. population continues to increase, federal/state policymakers must take the following actions: increase the attention/funding given to literacy programs targeting older adults; take substantive action to preserve the linguistic and cultural resources possessed by older adults by virtue of their experience in other settings/times; and focus on collaborative (especially intergenerational) literacy program models. Formulation of a sound public policy regarding older adults and literacy education will require more research in areas such as the following: the social and historical contexts in which older adults operate, uses of language and literacy in the context of the family, literacy resources of older adults (especially those with limited English language proficiency), and the nature of cognitive resources and learning strategies that older adults bring to learning situations. Practitioners developing/delivering literacy programs for older adults must identify/develop strategies to meet the particular needs of older adults, eliminate barriers preventing older adults from full participation in literacy education, build on older adult learners' strengths, and focus on collaborative educational strategies (including collaboration between professionals and between learners). (Contains 105 references.) (MN)

ED 378 368 CE 067 990

percent assessed vocational aptitudes, and 59 percent administered learning style preference surveys. A number of standardized tests were used for these assessments. The study also found that the Career Occupational Preference Survey (COPS) and the Career Ability Placement Survey (CAPS) are widely used by personnel who work with students with special needs. Educators who used these tests used the data gathered for developing individual education plans, placing students into programs, and formal transition planning. In order to make appropriate curricular and instructional modifications within vocational-technical programs, the use of alternative assessment approaches such as the "MAGIC" model is suggested. The five essential steps of this model are as follows: (1) Make a prediction; (2) Assess entry-level skills and learner outcomes; (3) Guide student acquisition of discrepant skills; (4) Instruct student on generalization strategies; and (5) Coordinate maintenance checks following program placement. Using such a curriculum-based assessment method can help educators to provide meaningful curriculum and instructional modifications for special needs students. These modifications can increase the chances for students with special needs to complete their courses of study and enter the world of work with the skills and motivation needed to be successful. (KC)

ED 378 386   CE 068 036

Planning for Life. A Compendium of Nationally Recognized Career Planning Programs.
SPONS. AGENCY- Army Recruiting Command, Fort Sheridan, Ill.
PUB DATE- 94
NOTE- 64p.; For the guidebook, see ED 374 344.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *Career Awareness; *Career Education; *Career Exploration; *Career Planning; *Demonstration Programs; Elementary Schools; Elementary Secondary Education; High Schools; Middle Schools; *Program Design
IDENTIFIERS- Army

This compendium, which is designed to provide readers with a variety of career planning (CP) program ideas, contains abstracts summarizing 10 elementary, middle, and high school CP programs identified as exemplary by a national review team. Explained in chapter 1 are the primary objectives of the Planning for Life program, which is jointly sponsored by the U.S. Army Recruiting Command and the National Consortium of State Career Guidance Supervisors, and the process of identifying the exemplary programs. Chapter 2 lists seven essential elements of CP: clarity of purpose, commitment, comprehensiveness, collaboration, coherence, coordination, and competency. Presented in chapter 3 are abstracts of the CP programs in the following cities: Ashtabula, Ohio; Goose Creek, South Carolina; Harrah, Oklahoma; Lawrence, Michigan; LeMars, Iowa; Omaha, Nebraska; Roy, Utah; Summerville, South Carolina; and Trumbull, Connecticut. Each abstract contains some or all of the following: grade level; overview (primary focus); essential CP program elements incorporated into the program; unique program features; and list of commercial, noncommercial, and local materials used. Appended are a matrix of program features and lists of the following: contact persons for state/nationally recognized programs, state career guidance supervisors, and U.S. Army Recruiting Command key addresses. An application packet for the Planning for Life Awards program is

Ruhland, Sheila K.
Marketing Education Certification Programs: Status and Future Directions.
PUB DATE- Dec 94
NOTE- 20p.; Paper presented at the Annual American Vocational Association Convention (Dallas, TX, December 9-13, 1994). Data table contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alternative Teacher Certification; College Programs; *Curriculum Development; *Educational Needs; Education Courses; Education Majors; Higher Education; *Marketing; Methods Courses; *Preservice Teacher Education; *Teacher Education Curriculum; Teacher Education Programs

A study of marketing education teacher preparation programs was conducted in order to provide baseline data. Fifty-three marketing education programs were identified and a survey instrument was mailed to their administrators. Forty-one of the administrators (77 percent) provided usable responses. The study found that traditional teacher education preparation programs continue to reflect credit requirements that meet general education, occupational specialization, and professional education components. Recent educational reform efforts have focused on the expectations of higher education to increase the standards and to change the preparation and requirements of licensure for teachers. The majority of degrees offered by institutions that offer teacher education in marketing are bachelor's degrees in marketing education. Preservice marketing education programs require an average of 127 credit hours to complete the degree. In the study, teacher educators identified a variety of courses required for curriculum or teaching methodology. Opportunities for students to enroll in courses other than classroom or independent study were limited. Based on the findings of the study, recommendations were made for further research to identify curriculum changes that are essential to updating marketing education programs, to determine the feasibility of an internship option, and to deliver alternate delivery modes for students to use to complete degrees other than on campus. (Contains 12 references.) (KC)

ED 378 405 CE 068 079

Schroyer, Connie J.; Payne, David L.
Project TIME. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Nov 94
NOTE- 96p.; Prepared by Hay Management Consultants.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; *Communication Skills; *Community Colleges; Educational Cooperation; Job Performance; Learning Activities; *Literacy Education; *Manufacturing Industry; Outcomes of Education; Partnerships in Education; Pretests Posttests; Program Development; *Program Effectiveness; School Business Relationship; Two Year Colleges
IDENTIFIERS- *Workplace Literacy

Project TIME (Training Initiative for Manufacturing Employees) was an 18-month National Workplace Literacy Program conducted by Lord Fairfax Community College in conjunction with an

prepared for them. (Contains 14 references.) (MN)

ED 378 423 CE 068 142

Lankard, Bettina A.
Tech Prep. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Education; *Apprenticeships; *Articulation (Education); Definitions; Educational Legislation; *Educational Practices; *Educational Trends; Federal Legislation; High Schools; *Integrated Curriculum; Postsecondary Education; *Tech Prep; Trend Analysis; Two Year Colleges; *Vocational Education

Although development and implementation of tech prep education programs have been in progress since the Carl D. Perkins Act Amendments of 1990, several misconceptions about tech prep still exist. One such myth is that tech prep is an integration of academic and vocational education. In truth, although integration of academic and vocational education offers one strategy for developing students' academic and vocational competence, tech prep requires a new approach that gives consideration to the existence of different learning styles and the contextual learning as a way of enabling students to transfer knowledge from academic content to vocational applications and from school to the workplace. A second myth is that tech prep is an articulation agreement between high schools and colleges. Although articulation agreements between secondary and postsecondary schools are necessary to facilitate students' smooth transitions between high school and college, articulation between education and business is also crucial to facilitate transition from school to work in technical occupations. A third myth is that tech prep is a 2 2 program than cannot include formal apprenticeship training. Several successful examples of community colleges providing the essential components of traditional apprenticeships may be cited to refute this myth. Contains 5 references. (MN)

ED 378 424 CE 068 143

Jackman, Diane H.; Rehm, Marsha
A National Supply and Demand Study of Secondary Home Economics Teachers.
PUB DATE- Dec 94
NOTE- 8p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Patterns; *Enrollment Trends; Higher Education; Home Economics Education; *Home Economics Teachers; National Surveys; *Preservice Teacher Education; Secondary Education; *Teacher Supply and Demand; Trend Analysis

A study examined the supply of and demand for home economics teacher educators identified through the American Vocational Association's 1993 national directory of the home economics division teacher educators. Demand data were obtained from state supervisors of vocational education (or their designees).

program staff should be available to help students as their goals change. In addition, the issue of retention should receive attention from all staff. Suggestions for implementing a learner-centered program that will improve student retention include the following: (1) work with students to build self-esteem by helping them set reasonable goals that can be reached in a short period of time; (2) build trust between instructor and student and help the student to conquer self-doubt through positive feedback; (3) build on support that includes immediate and extended families; (4) talk with students about their return to school and ask them about their previous experiences; (5) counsel students on education and career planning; and (6) create a learner-centered program which includes an early-alert counseling program. (KC)

ED 378 445 CE 068 230

Sticht, Thomas G.; And Others
Assessing Adult Literacy by Telephone.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Jan 95
NOTE- 50p.; Project of the San Diego Consortium for Workforce Education & Lifelong Learning. Paper presented at the National Reading Conference (San Diego, CA, January 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Research; Mail Surveys; *Research Design; *Research Methodology; *Telephone Surveys

Recently, several industrialized nations have engaged in extensive and expensive assessments of adult literacy using door-to-door surveys and tests of "functional" reading. A study examined the use of simple checklists of author's names, magazine titles, famous people's names, and vocabulary works used earlier by West, Stanovich and Miller (1993) to sample adults' declarative knowledge by telephone. Data were derived from telephone interviews with 538 randomly selected adults residing in the San Diego, California, metropolitan area, and by a survey mailed to a subsample of 280 of these adults who agreed to participate (about 50 percent of the surveys were returned). Analyses revealed strong relationships among checklist knowledge (r = .80) when assessed either by listening (telephone) or by reading (mailed surveys). A comparison of findings using the telephone methodology with that of the recent U.S. Department of Education's National Adult Literacy Survey (NALS) showed that all major relationships of literacy to education, age, gender, occupation, income, ethnicity, father's and mother's education that have been found in the NALS and other literacy surveys over the past 75 years were found with the telephone method. Given the much lower cost of telephone versus door-to-door surveys (less than one-sixth the cost), the results suggest that the assessment of adult literacy by telephone is a promising and cost-effective method that should be further developed as a means of monitoring national progress toward the achievement of greater levels of adult literacy, as well as other important aspects of adult knowledge development, such as acculturation for immigrants and technical knowledge for vocational and professional education. (Contains 43 references.) (Author/KC)

ED 378 446 CE 068 231

and task structuring. For students in graduate psychology programs, all of these tools can help the student learn both research procedures and therapeutic techniques. However, mentors must be aware of the potential harm of a dual relationship when he or she also serves as a student's teacher or supervisor. If the mentor can keep the roles separate, then the mentoring relationship can continue. This problem of duality can be especially difficult for females and minority students in a field dominated by white males. Still, mentoring remains a useful and valuable relationship for helping graduate psychology students become independent professionals. Contains 11 references. (RJM)

ED 378 467   CG 025 862

Spray, Kristina J.
Major Concerns Associated with Recovered Memories of Childhood Abuse.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Abuse; Counseling; Counseling Effectiveness; *Counselor Client Relationship; Counselor Role; *Memory; Psychological Studies; Psychotherapy; *Recall (Psychology); Therapists; Therapy
IDENTIFIERS- *False Allegations

When accusations of child abuse result from false memories, all parties involved suffer. This paper examines some of the issues surrounding recovered memories of childhood abuse. The mechanisms that the mind may employ to deal with traumatic events, such as disassociation and repression, must be further explored through experimental research to determine if these mechanisms do indeed exist, and, if they do, how they operate. Memory itself is also of vital importance when examining this issue. Studies have shown that memory can be influenced by both internal and external factors, such as the susceptibility to hypnosis, suggestions made by the therapist, or the incorporation of another's story into one's own memory. Likewise, intensive therapies, such as recovered memory therapy, can permit the development of false memories due to influences coming from the therapist. The incredible progress over the past decade in raising society's awareness of child abuse could be jeopardized by false accusations of child abuse. Counselors can avoid adding to future cases of false accusations by establishing guidelines in treatment protocol. Contains 11 references. (RJM)

ED 378 468   CG 025 863

Sigmon, Scott B.
Youth Violence Syndrome (YVS) and American Society.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Antisocial Behavior; At Risk Persons; Elementary Secondary Education; Emotional Response; Quality of Life; Social Influences; *Social Problems; *Social Theories; *Violence; *Youth; *Youth Problems
IDENTIFIERS- United States

solely from an adult perspective. The data produced tended to be more indicative of adults' conceptualization of children's needs. Many of the quantitative studies reviewed also exhibited this same limitation. These studies failed to employ rigorous sampling methodologies, which reduced the scope and definition of children's needs to the researchers' own concepts of children's needs. Other intervening variables concerning needs assessment are also discussed. In order to aid school counselors in better serving their students, future studies should focus on children's attitudes, as opposed to adults perceptions of such, and take into account previously neglected factors such as differences in age or grade level of the children, gender, and cultural diversity. Contains 51 references. (BF)

ED 378 489 CG 025 889

Bosworth, Kris; And Others
Urban and Suburban Teens' Perception of Caring.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Altruism; Attitude Measures; Empathy; Interpersonal Competence; Junior High Schools; *Rural Urban Differences; *Self Concept; Social Cognition; *Student Attitudes; Student Characteristics; Teacher Response
IDENTIFIERS- *Caring

For educators, a thorough understanding of adolescents' concepts of caring is critical. This paper reports on how early adolescents themselves view the concept of caring. A fundamental issue relating to caring is whether it is primarily innate or learned. This study, which involved observing and interviewing students, was conducted in two middle schools in a large urban area in a Midwestern state. One school was in the heart of the urban area and had about equal numbers of African-American and poor Caucasian students, a large percentage of them Appalachian. The other school was in a suburb and had a mixed population due to desegregation bussing. Participants were nominated by teachers as well as peers. In looking at students' definitions of caring, the results show several points to be emphasized. First, middle level students in grades 6, 7 and 8 have a complex understanding of what caring is and how it shows itself in their lives. Their understanding cannot be predicted by or correlated with gender, age, academic grade, or teacher or peer identification as caring or uncaring. The voices of these students appear to confirm the notion that altruism and caring are constructs of well-informed adolescents. Contains 17 references. (BF)

ED 378 490 CG 025 890

Hanoun, Rasmiyah
Anxiety and Its Influence on the Political Views of Palestinian Youngsters.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

in a two-step approach. First, common assumptions about emotion are examined in order to arrive at a deeper understanding of current approaches to emotion, especially as these exist in the fields of psychology and counseling. Second, a new framework for working with emotional experience is presented. These ideas are developed in five chapters. Chapter One provides a historical overview of psychological perceptions of emotion. In the past, emotion has been classified as a neurophysiological response, as psychic energy, or as caused by antecedent events, among other theories. In the second chapter, "feeling as a way of knowing" is explored. Distinctions are drawn between feeling and emotion and a diagnostic tool provides readers a method to identify ways they structure experience. Case studies and moral issues are also presented. In the third chapter the reader discovers some of the etymological connections to emotions. This chapter features an emotions vocabulary list, a vocabulary exercise, and strategies on using words. Chapter four presents a six-step strategy for discerning meaning in emotional experiences, while the last chapter describes ways to create a shared understanding of feeling and emotions. (RJM)

ED 378 510 CG 025 912

Prigatano, George P.; Smason, Ivan
Assessment of Alzheimer's Patients with the BNI Screen for Higher Cerebral Functions.
PUB DATE- 94
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alzheimers Disease; Brain Hemisphere Functions; *Clinical Diagnosis; *Diagnostic Tests; Evaluation Methods; Identification; *Measures (Individuals); Mental Disorders; Neurological Impairments; Psychological Testing
IDENTIFIERS- *BNI Screen; *Dementia; Senile Dementia

Assessing higher cerebral functions in patients with known or suspected dementia requires sampling numerous abilities quickly and accurately. This paper reports on the performance of 20 patients with probable dementia of the Alzheimer's type (DAT) on the BNI Screen for Higher Cerebral Functions (BNI Screen). These patients' performances were compared to the results of 20 age-matched normal control subjects. The performance of the Alzheimer's patients was consistently impaired when correlated to control subjects, as measured by both the BNI Screen total and the subtest scores. The BNI Screen total score matched significantly with the Mini Mental State Examination (MMSE) score in Alzheimer's patients, but the correlation accounted for only about 30 percent of the variance. In a brief and reliable manner, the BNI Screen appears to sample higher cerebral functions not captured by the MMSE. It also offers useful qualitative and quantitative information in assessing Alzheimer's patients. It provides both a single total score and subtest scores, the latter of which evaluate language function, visuospatial functions, facial affect perception, and the ability to generate affect in one's tone of voice. Memory and awareness scores are likewise furnished. The data provide potential clinical guidelines in assessing older individuals suspected of Alzheimer's disease. (RJM)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Spelling; *Spelling Instruction; *Teacher Made Tests; Test Construction; Word Lists
IDENTIFIERS- Sequential Processing; Word Families

Based on the concept that the natural way of learning is by making mistakes in which immediate self-correction takes place, this booklet discuses how teachers can develop their own sequential spelling tests. The booklet discusses the five steps in giving a sequential spelling test (read the word aloud, students repeat the word, students attempt to spell the word, teacher shows the correct spelling of the word, and students correct the spelling of the word before going on to the next word). The booklet also discusses how to determine which word families to teach and offers sequencing patterns so that teachers can run through all the patterns of English spelling. (RS)

ED 378 531 CS 011 950

McCabe, Don
How To Evaluate Your Present Spelling Program. AVKO "Great Idea" Reprint Series No. 621.
PUB DATE- 95
NOTE- 27p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Elementary Education; Evaluation Methods; *Program Effectiveness; Program Evaluation; *Spelling; *Spelling Instruction; Word Lists
IDENTIFIERS- Test Adaptations

This booklet describes a method that any school can use to test the effectiveness of their current spelling program or to compare various spelling programs being used within their system. After a brief discussion of the cost of the program, the booklet describes the paired word approach to evaluating spelling programs, in which one set of words is used as a pretest and a second set of words of the same difficulty, but not taught as part of the program, is used as a posttest. The booklet next discusses a sample construction of the test, and the 10 steps to follow in evaluating spelling programs. A sample scorer's posttest check sheet and a chart containing samples of equivalent word pairs of equal statistical difficulties are attached. (RS)

ED 378 532 CS 011 951

McCabe, Don
An Index of Phonic Patterns by Vowel Types. AVKO "Great Idea" Reprint Series No. 622.
PUB DATE- 82
NOTE- 15p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Higher Education; *Illiteracy; International Cooperation; *Literacy; National Programs; *Program Content; Questionnaires
IDENTIFIERS- UNESCO

This report represents elements of 105 replies received from UNESCO Member States to the International Bureau of Education (IBE) questionnaire. The report does not always reproduce the complete answers given, and the extracts presented are usually presented in the language used in the relevant answer. The report begins with a list of member countries and a list of subjects covered in the questionnaire. Replies are arranged by topic: (1) definitions of terms such as "illiterate" and "functional illiterate"; (2) current trends in enrollment for primary education and adult education; (3) national plans concerning basic education; (4) partners in the literacy process (including educational establishments, involvement of the army, participation of public and private organizations, and financing of literacy activities); (5) program content and literacy methods; and (6) international cooperation and the role of UNESCO. (RS)

ED 378 553 CS 011 973

Adamets, V.; Kouassigan, I.
Analysis of Replies to the Questionnaire on the Theme of the Forty-Second Session of tne International Conference on Literacy Education (1990). IBE Document Series, Number 3.
PUB DATE- Jul 92
NOTE- 31p.; For a related document, see CS 011 972.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Literacy; Elementary Secondary Education; *Enrollment Trends; Global Approach; Higher Education; *Illiteracy; International Cooperation; *Literacy; National Programs; *Program Content; Questionnaires
IDENTIFIERS- UNESCO

This paper analyzes the 105 replies received from UNESCO Member States to the International Bureau of Education (IBE) questionnaire. All the data appearing in the paper, including the statistics, were drawn exclusively from the replies of the member countries. The one- or two-paragraph responses in the paper to the 71-item questionnaire are arranged by topic: (1) definitions of terms such as "illiterate" and "functional illiterate"; (2) current trends in enrollment for primary education and adult education; (3) national plans concerning basic education; (4) partners in the literacy process (including educational establishments, involvement of the army, participation of public and private organizations, and financing of literacy activities); (5) program content and literacy methods; and (6) international cooperation and the role of UNESCO. (RS)

ED 378 554 CS 011 974

Glynn, Shawn M.; And Others
Teaching Science with Analogies: A Resource for Teachers and Textbook Authors. Instructional Resource No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

learning. (Contains 40 references.) (TB)

ED 378 573 CS 214 687

Zarnowski, Myra
Reading, Writing, and Talking about the Past.
PUB DATE- Nov 94
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Evaluation; Elementary Secondary Education; *English Instruction; *Interdisciplinary Approach; *Language Arts; *Social Studies; Student Reaction
IDENTIFIERS- Content Area Teaching; Educational Issues

It is a misguided and wasteful effort to try to separate out the teaching of language arts from the teaching of social studies and to wage war over which subject is most deserving of children's time. Instead, there is real power to be gained from teaching from a combined language arts-social studies perspective that shares similar goals and values similar experiences. Such a perspective involves more than simply acknowledging that reading, writing, speaking and listening occur within the context of history or social science. It means allowing children to grapple with disciplinary concerns in an intellectually stimulating way, learning to use language in order to develop historical meaning. In recent years, three important points of confluence have developed between the two disciplines, each of which presents difficult pedagogical issues that may be documented through transcripts of actual classroom dialogues. First, both disciplines have recognized the importance of authenticity--providing students with experiences that match what practitioners do. Second, both disciplines believe in interpretive communities as a means of generating knowledge. The function of these groups is to allow students to refine their understandings and to build on the comments of others. Third, a major thrust in both of these disciplines is the cultivation of student responses; both are interested in developing empathetic responses in children. (Contains 14 references.) (TB)

ED 378 574 CS 214 688

Frick, Jane
Portfolio Assessment, English Majors, and Curriculum Development.
PUB DATE- Mar 94
NOTE- 19p.; Paper presented at the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Curriculum; *Evaluation Methods; Higher Education; *Majors (Students); *Portfolio Assessment; Portfolios (Background Materials); State Legislation; *State Standards; *Student Evaluation
IDENTIFIERS- Curriculum Emphases; *Missouri Western State College

The English major at Missouri Western State College has five

Wight, Brenda; Steele, Heidi
Writing Buddies.
PUB DATE- 94
NOTE- 8p.; A product of Project SEED.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Age Teaching; Elementary Education; Parent Participation; Program Descriptions; Teacher Developed Materials; *Teaching Methods; Writing Assignments; *Writing Instruction; *Writing Processes
IDENTIFIERS- Student Empowerment

The "Writing Buddies" program is designed to allow students from one grade level to write, edit, publish, share, and celebrate their success with peers from another grade level. Students also benefit from the strengths of two teachers and parent volunteers. The role of the teacher is to provide the atmosphere conducive to writing, and to allow and encourage students to seek other means of support for their writing. Students also become more comfortable with the computer as they type, edit, and publish their pieces. Teachers interested in setting up a Writing Buddies program need to find a colleague who is also excited about the writing process and is interested in combining classes to explore writing. Teachers should design a management system that works for them. The program developers found that the more they empowered the students and developed the program around students' ideas and needs, the smoother the program went. Having the students meet twice a week worked well. Parent volunteers worked in the computer area, allowing teachers to concentrate on conferencing with writers. Materials needed include at least one computer per teacher and a laminating machine to reinforce the covers of the books published. To make the program more memorable, each year the developers hold a celebration for the Writing Buddies involving videos, pizza, and the sharing of writing. (RS)

ED 378 593 CS 214 716

Whitney, Jeanne; And Others
Publishing a School Newspaper Using Computer Technology.
PUB DATE- 94
NOTE- 7p.; A product of Project SEED.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Intermediate Grades; Journalism Education; Junior High Schools; Middle Schools; Program Descriptions; School Community Relationship; *School Newspapers; *Student Publications; *Writing for Publication
IDENTIFIERS- Community Newspapers; *Technology Integration

By publishing a quarterly school and community newspaper, sixth, seventh, and eighth graders get involved in the writing of many types of articles, proofreading, communication skills, interviewing skills, investigative reporting, photography, artistic and graphic design, and computer technology. As the students work together on each issue of the school paper, they develop enthusiasm, commitment, responsibility, respect for each other, community awareness and appreciation, and the importance of working together for a common goal. Students meet with the editor about 4 weeks prior to publication to discuss newsworthy events and issues. Students work on their chosen

"Lean on Me." A summary of these films shows how well they demonstrate communication in a variety of contexts: interpersonal, groups, public speaking, typically within a larger organization, and stretching a bit, within a culture. Each contains a public speech given by one of the major characters. The integration of communication themes begins to occur for students when they see the character's speech as influenced by the same principles that influence his or her communication in other contexts. Most importantly, each film reveals an overarching theme about the role of communication in human interaction. The films give tangible representation to abstract and often difficult-to-understand themes. One or more of these films could be shown early in an academic term, immediately after the introductory chapters have been covered. For instance, "Wall Street," develops several themes relevant to the student of communication: the impact of symbolic forms on human behavior, the role of the spoken word and modern technology play in the creation of (not just communication of) information in society, and the nature of illusion and perception. The film clearly shows that information has become the commodity people seek, not tangible goods. (Contains 15 references.) (TB)

ED 378 612 CS 508 785

Remland, Martin S.
The Importance of Nonverbal Communication in the Courtroom.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (84th, New Haven, CT, April 29-May 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Body Language; Communication Research; Court Judges; Court Litigation; *Courts; Higher Education; Juries; *Lawyers; Models; *Nonverbal Communication; *Persuasive Discourse; *Theory Practice Relationship
IDENTIFIERS- Communication Context; Professional Concerns

Although a relatively new area of scientific study, theory and research on nonverbal communication in the courtroom has produced important findings for students and practitioners in five key areas: voire dire and jury analysis; opening and closing statements; client demeanor and direct examination; cross-examination; and judge demeanor and communication. During "voire dire," attorneys should build rapport with potential jurors by using warm nonverbal behaviors such as close distances, eye contact, and soft vocal tones. Research suggests that good rapport may be associated with an interactants' adopting similar postures (mirroring), speech styles, facial expressions, and patterns of coordinated movement. In general, an attorney's delivery is likely to be helped by such factors as a moderately fast speech rate, fluent speech, strong eye contact, channel consistency, confident and varied tones, a direct and conversational style, natural gestures, the avoidance of body adaptors, and purposeful movement. With regard to the jury's assessment of a client, research shows that attractiveness, attire, physical features, and body language are all important. In contrast to direct examination, cross examination calls for nonverbal tactics that discredit the witness; body language is used to intimidate or demean the witness. Finally, judges may signal to the jury through body

Proposal" (Jon A. Hess); "Teaching Thinking in the Basic Course" (Melissa L. Beall); "An ESL Oral Communication Lesson: One Teacher's Techniques and Principles" (John M. Murphy); "Experiential Learning as an Adjunct to the Basic Course: Student Responses to a Pedagogical Model" (Judith A. Rolls); "The Status of the Introductory and Advanced Interpersonal Communication Courses at U.S. Colleges and Universities: A National Survey" (Rod Troester and Drew McGukin); "Adopting a Transformational Approach to Basic Course Leadership" (Dawn R. Weber and others); "Communication Competence: A Commentary" (Lawrence W. Hugenberg and Donald D. Yoder). (RS)

ED 378 631 CS 508 814

Newburger, Craig, Ed.
Basic Communication Course Annual. Volume 6.
PUB DATE- Nov 94
NOTE- 268p.; For volume 5, see CS 508 813; for volume 4, see ED 376 517.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Communication Apprehension; Communication Research; Computer Mediated Communication; *Graduate Students; Higher Education; *Interactive Video; *Introductory Courses; Mentors; *Speech Communication; Student Evaluation; Teacher Certification; *Teaching Assistants; *Teaching Methods; Visualization; Writing Across the Curriculum
IDENTIFIERS- Communication Competencies; Speech Communication Association

This volume of an annual collection presents 14 essays relating to instruction in the basic communication course. Essays in the collection are "Using Interactive Video Instruction to Enhance Public Speaking Instruction" (Michael W. Cronin and William R. Kennan); "Interactive Video Instruction for Teaching Organizational Techniques in Public Speaking" (Michael W. Cronin); "Writing as a Tool for Teaching Public Speaking: A Campus Application" (Karla Kay Jensen and Pat McQueeney); "Literacy Enhancement and Writing across the Curriculum: A Motivational Addendum" (L. Brooks Hill and Sandra L. Ragan); "Obstacles to Overcome in the Implementation of a Program to Reduce Communication Apprehension in the Basic Public Speaking Course" (Bruce C. McKinney and Stephen J. Pullum); "An Assessment of Panel vs. Individual Instructor Ratings of Student Speeches" (David E. Williams and Robert A. Stewart); "The Incorporation of Mentors and Assistant Basic Course Directors (ABCDs) into the Basic Course Program: Creating a Safety Net for New Teaching Assistants" (Nancy L. Buerkel-Rothfuss and others); "TA Mentoring: Issues and Questions" (1993 Speech Communication Association Top Paper by Pamela L. Gray and Martin G. Murray); "Meeting Certification Requirements for Teacher Certification through the Basic Course" (1993 Speech Communication Association Top Paper by S. Clay Willmington and others); "The Basic Course in Communication Theory: A Shift in Emphasis" (Warren Sandmann); "Stories as Instructional Strategy: Teaching in Another Culture" (Pamela Cooper); "The Role of Performance Visualization in the Basic Public Speaking Course: Current Applications and Future Possibilities" (Joe Ayres and Debbie M. Ayres); "Self-Confrontation and Public Speaking Apprehension: To Videotape or Not to Videotape Student Speakers?" (Craig Newburger and others); and "Computer-Mediated Communication in the Basic Communication Course" (Gerald M. Santoro and Gerald M. Phillips). (RS)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Cultural Awareness; *Cultural Pluralism; *Curriculum Development; *Diversity (Institutional); Elementary Secondary Education; *Multicultural Education; Partnerships in Education; Racial Discrimination; Sex Discrimination; Staff Development; *Total Quality Management

Recent changes in society have greatly complicated the ability to provide an equitable and high-quality learning experience for all students. This book provides a basic discussion of the issues that are intrinsic to cultural diversity, with a focus on the school administrator's role in affirming student diversity. It relates these issues to Total Quality Education (TQE) concepts to help the school administrator think about cultural diversity in the schools. Chapters 1 and 2 discuss the nature of prejudice and discrimination and how they are manifested in society. Chapter 3 describes those practices that can negatively affect student learning. The key role of the administrator in enhancing staff and curriculum development is described in the fourth chapter. The role of school leaders in working with staff, students, and families to affirm cultural diversity is discussed in chapter 5. The sixth chapter argues that to develop a multicultural ethos in schools there must be fundamental shifts in patterns of thinking. It is asserted that facing diversity requires principals to take risks and reflect on their decisions. The final chapter discusses the skills needed for total quality leadership. Key terms and concepts are included at the end of each chapter. (LMI)

ED 378 649 EA 026 408

Poston, William K., Jr.
Making Governance Work: TQE for School Boards.
PUB DATE- 94
NOTE- 146p.; Volume 8 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Board of Education Policy; *Board of Education Role; *Boards of Education; Decision Making; Educational Quality; Elementary Secondary Education; Governance; Governing Boards; Leadership; Long Range Planning; *Organizational Development; Policy Formation; *School Administration; *Total Quality Management
IDENTIFIERS- *Total Quality Education

School board members are entrusted by taxpayers to establish and maintain quality in their school systems. Unfortunately, most board members lack the experience or training necessary to face a wide range of new and daunting challenges. This book was designed to help school administrators and board members understand the principles of Total Quality Education and their relationship to school governance. It provides a research-based body of information on board roles in key areas related to successful school governance, grounded in principles of system

Relationship; *Organizational Communication; *Participant Satisfaction; *Participative Decision Making; Policy Formation; Public Schools; State Legislation
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990

Among several innovations in public school curriculum and financing, the 1990 Kentucky Education Reform Act (KERA) also included a school-governance provision. School-Based Decision Making (SBDM) Councils include administrators, teachers, and parents in addressing school-level curriculum and instructional issues. These groups have not had a history of collaboration. This paper presents findings of a study that described the developing relationships among these constituent groups at the end of the pilot year. Data were derived from a survey that asked 385 pilot-year School Council members to rate their satisfaction with council communication on a Likert-type inventory. Usable responses were received from 211 members (approximately one-third principals, one-third parents, and one-third teachers) for a response rate of 55 percent. In general, respondents were optimistic about the potential of School Councils. However, principals tended to express the most satisfaction. Older members and those with no children in school also tended to report higher levels of satisfaction with communication. Five tables are included. (LMI)

ED 378 668 EA 026 429

Boekaerts, Monique
The Other Side of Learning: Allocating Resources To Restore Well-Being.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Coping; Elementary Secondary Education; Emotional Response; Foreign Countries; *Problem Solving; Self Management; *Stress Management; *Stress Variables; *Student Behavior; Student Surveys; Student Welfare; Symptoms (Individual Disorders)
IDENTIFIERS- *Netherlands

This paper presents findings of a study that examined the effects of age and gender on the ways in which students in The Netherlands coped with academic and interpersonal stressors. Two types of coping strategies were examined--problem-focused and emotion-focused. Problem-focused coping refers to attempts to alter the stressor through confrontation or planful problem solving. Emotion-focused coping involves attempts to regulate negative emotional reactions to the stressor. The methods used included administration of the Stress and Coping Inventory (SCI) to 1,638 students (418 fifth-graders and 1,265 students in the second grade of secondary education). Interviews were also conducted to determine the extent to which students experienced psychosomatic symptoms. Findings showed that the girls reported more stress than did boys. Students reported more problem-focused coping in response to academic stressors and more emotion-focused coping in response to interpersonal stressors. In addition, emotion-focused coping increased with age. Girls and boys used similar coping strategies in response to academic stressors. However, girls tended to adopt a double-focused approach to interpersonal stressors. These findings indicate that the conflict of interest between allocating resources to gain mastery and maintaining emotional well-being may be stronger in females than in males. In some stressful academic situations, an ambivalent coping strategy may evidence about the effects of nongovernment schools on the poor and the effects of voucher-like policies in higher education and in systems of primary and secondary education around the world. The fourth part (chapters 11-15) responds to criticism of vouchers and examines the larger social issues involved in permitting choice, including the equitable provision of information, problems of attracting investment to schools in poverty areas, the presumed dangers of failing to socialize all children in a common culture, elitism, and accountability. The final chapter reviews issues and examines some of the political motivations that will sustain ongoing conflict over vouchers in the ensuing decade. (Contains 257 references.) (LMI)

ED 378 689 EA 026 458

Bernhardt, Victoria L.
The School Portfolio: A Comprehensive Framework for School Improvement. The Leadership and Management Series.
PUB DATE- 94
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Information Needs; Information Utilization; *Institutional Evaluation; Institutional Mission; *Portfolio Assessment; Portfolios (Background Materials)

This book describes how schools can develop and utilize portfolios as frameworks for evaluating school reform. The portfolio is a nonthreatening self-assessment tool that exhibits a school's goals, progress, achievement, and vision for improvement. Chapter 1 examines the school portfolio as an effective and positive, ongoing monitoring system that can reflect each school's many dimensions and simplify school evaluation. Chapter 2 discusses the structure, purpose, and the various uses of the school portfolio. The third chapter illustrates how the effective use of a school portfolio depends on the criteria used to monitor the process, product, and progress of the improvement efforts. It sets forth guidelines for creating, adopting, or adapting criteria and introduces the "Education for the Future" Continuous Improvement Continuums that form the basis of the assessment framework. The next seven chapters (4-10) are devoted to a Continuous Improvement Continuum. Each chapter describes the desired outcomes and elements of the continuum and provides examples and lists of items to include in that section of the portfolio. The continuums deal with information and analysis, leadership, student achievement, quality planning, professional development, partnership development, and continuous improvement and evaluation. Chapter 11 examines issues and logistics related to building a school portfolio, and the benefits of working with an external change agent. Thirty-four figures and a list of school resources are included. Appendices contain staff-developed rubrics and figures illustrating the school-improvement process. (LMI)

ED 378 690 EA 026 459

Beck, Lynn G.; Murphy, Joseph
Ethics in Educational Leadership Programs: An Expanding Role.

IDENTIFIERS- *Individuals with Disabilities Education Act Part H; *Minnesota

This analysis of the Individuals with Disabilities Education Act focuses on Minnesota's participation in Part H, which creates a discretionary program to assist states in planning, implementing, and developing a statewide system of comprehensive, coordinated, multidisciplinary, interagency programs for young (birth to age 3) children and their families. As Minnesota is currently participating in the fourth year of the Part H program, the first section of this monograph briefly explains what happens if Minnesota participates in year 5 of the Part H program. Some legislative concerns are raised about year 5, which will involve creation of an entitlement program for all eligible children and their families. The second section describes Part H program components, including requirements, the needed services, and how they are provided. These include evaluation and assessment, the Individual Family Service Plan, criteria for early intervention services, components of an early intervention system, and interagency coordination. The third section raises some questions about Part H participation. These address the areas of choosing a case manager, defining developmental delay for eligibility purposes, determining eligibility, funding entitlement costs, requiring interagency agreements, imposing stringent personnel standards, and establishing procedural safeguards. (DB)

ED 378 708 EC 303 604

Demaree, Mary Ann
Responding to Violence in Their Lives: Creating Nurturing Environments for Children with Post-Traumatic Stress Disorder.
PUB DATE- May 94
NOTE- 35p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (49th, Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Definitions; Early Childhood Education; *Emotional Disturbances; Emotional Experience; Emotional Response; Family School Relationship; *Intervention; Parent Teacher Cooperation; Referral; *Safety; Stress Variables; Teacher Role; *Violence
IDENTIFIERS- *Posttraumatic Stress Disorder

Intended for teachers of young children exposed to violence in their communities, this paper presents an introduction to post-traumatic stress disorder (PTSD), including its definition, symptoms, causes, and providing a supportive classroom environment. The definition discussed is based on that of the Fourth Edition of the Diagnostic and Statistical Manual of Mental Disorders, as are the listed criteria for diagnosing PTSD. Other aspects of PTSD discussed include re-experiencing the traumatic event, avoiding reminders of traumatic events, symptoms of increased arousal, and clinically significant distress. A section on working with children diagnosed with PTSD notes additional symptoms a teacher might see in the classroom, such as hyper and hypovigilance and increased sensitivity to sound and touch. Classroom guidelines address helping the child learn to feel safe in the classroom, activities that promote safety, responding to developmental delays caused by PTSD, the role of the classroom staff with the child and family, behavioral issues, individualizing behavior

NOTE- 9p.; For related bibliographies, see EC 303 621-622.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum Based Assessment; *Disabilities; *Disability Identification; Educational Diagnosis; Elementary Secondary Education; *Evaluation Methods; Minority Groups; Resources; *Student Evaluation
IDENTIFIERS- Dynamic Assessment

This bibliography lists 132 resources for assessing students for the presence of a disability. Resources were published from 1983 through 1994 and are grouped into the following categories: (1) textbooks; (2) resources providing reviews and critiques of specific tests; (3) other sources of information; (4) selected resources on curriculum-based assessment; (5) selected resources on dynamic assessment; (5) selected resources on other assessment approaches; (6) selected resources on assessment of specific disabilities or specific skill areas (attention deficit disorder, behavior, hearing or visual impairments, intelligence, language, learning/reading disabilities, mental retardation, nonverbal individuals, and physical/multiple disabilities); and (7) selected resources on assessment of minority students. A list of publishers with addresses and telephone numbers completes the bibliography. (DB)

ED 378 728 EC 303 624

Kupper, Lisa, Ed.
A Bibliography of Materials on Behavior Management in the Schools.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Behavior Modification; *Behavior Problems; Elementary Secondary Education; *Intervention
IDENTIFIERS- *Behavior Management

This bibliography lists 79 resources on behavior management in the schools. Resources are grouped into a section of books and monographs and a section of journal articles. Publication dates range from 1985 through 1994. Among subjects covered are: applied behavior analysis, self-injury, designing interventions, treatment-focused assessment, counseling programs, alternatives to punishment, integration of students with behavior disorders, cognitive behavioral therapy, anger, preventing antisocial behavior, functional analysis, multicultural issues, crisis intervention, play therapy, and self-management. In addition, a list of four journals and the addresses and telephone numbers of publishers are provided. (DB)

ED 378 729 EC 303 625

Fowler, Mary
Attention-Deficit/Hyperactivity Disorder. NICHCY Briefing Paper. Revised Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

students with learning disabilities or mild mental retardation. Itinerant program students (n=20) received special education services less than 24 percent of the school day, Resource Room Students (n=20) received special education from 25 to 50 percent of the school day, and the Part-Time group (n=19) received such services 51 to 85 percent of the school day. There was a directional trend among the three groups in IQ, with a mean IQ of 99 for Itinerant students, 89 for Resource Room students, and 81 for Part-time students. Overall performance on the SEDS was not found to be significantly related to intelligence. Although there were no significant differences between the Itinerant and Resource Room groups on the SEDS, the Part-Time group was found to be significantly different on several behavioral dimensions and overall performance on the SEDS. Implications of these findings for programming needs are addressed. (Contains 18 references.) (JDD)

ED 378 748   EC 303 645

Bloom, Barbara
A Descriptive Study of Early Childhood Intervention Programs in Saskatchewan. Final Report of "The Alpern-Boll" Data, 1984-1990.
SPONS. AGENCY- Saskatchewan Association for Community Living, Saskatoon.; Saskatchewan Dept. of Social Services, Regina. Community Living Div.
PUB DATE- Aug 91
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; *Developmental Programs; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; Foreign Countries; Home Programs; Program Effectiveness
IDENTIFIERS- Home Based Programs; *Saskatchewan

This document is a report of the Early Childhood Intervention Programs (ECIPs) in Saskatchewan (Canada), covering 1984 to 1990. The report describes: the ECIP approach to early intervention; the children who are enrolled in the ECIPs; children's levels of development when entering and leaving the ECIP; changes in rates of development while in intervention; and conclusions and implications. Disabilities included developmental delay, speech and language delay, cerebral palsy and other neuromotor disorders, Down syndrome, and at risk due to environmental factors. The ECIPs provide home-based intervention using a developmental plan with parents and children. Over the intervention period, children in most categories showed a pattern of initial marked positive change in rate of development, with a gradual tapering off. The less disabled children tended to move on to other programs while the more seriously disabled remained for 30 or more months of intervention with the ECIPs. Positive changes in rates of development were seen for all but one group of children (the Down Syndrome children). Appendices contain a reprint of a paper by Mark Wolery titled "Proportional Change Index: An Alternative for Comparing Child Change Data" as well as 28 figures and 27 tables showing developmental data about the 788 children in the study. (Contains 10 references.) (JDD)

ED 378 749   EC 303 646

Retish, Paul, Ed.
Vocational & Social Inclusion. Special Issue.
PUB DATE- 94

in the order of the law's various sections. (DB)

ED 378 766 EC 303 665

Markowitz, Joy
Undocumented Students with Disabilities: A State Inquiry. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 19 Dec 94
NOTE- 17p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Compliance (Legal); Costs; Court Litigation; Delivery Systems; *Disabilities; Educational Needs; *Educational Policy; Elementary Secondary Education; *Eligibility; *Limited English Speaking; *Special Education; Special Needs Students; State Standards; Surveys; *Undocumented Immigrants
IDENTIFIERS- *Doe v Plyler; Supreme Court

This study attempted to identify critical issues in the provision of special education services to children of undocumented immigrants in the context of the 1982 Supreme Court decision, Plyler versus Doe, which affirmed the state's obligation to educate these children. The study developed a questionnaire which was sent to eight states having large numbers of undocumented immigrants: Arizona, California, Florida, Illinois, New Jersey, New Mexico, New York, and Texas. Findings are reported in the following areas: (1) state policies, guidelines, or directives (six states indicated they have no written policies or directives regarding undocumented students with disabilities); (2) offices/departments in the state education agency that address needs (no states have offices specifically designated to address the needs of this population); (3) challenges and concerns (e.g., limited English proficiency and high mobility of this population); (4) interagency support (in some states such support disregards residency status but in Florida such students and their families may be ineligible for support from service agencies); (5) educational needs specific to this population (mostly secondary to parents' fear of being identified as undocumented); (6) service delivery strategies (generally those serving a culturally and linguistically diverse student population); and (7) costs (no data were available). The questionnaire is appended. (Contains 11 references.) (DB)

ED 378 767 EC 303 666

Hicks, Joy
Special Education in Rural Areas: Validation of Critical Issues by Selected State Directors of Special Education. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 22 Dec 94
NOTE- 19p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; *Disabilities; Educational Needs; Elementary Secondary Education; *Needs Assessment; Rural Areas; *Rural Education; *Special Education
IDENTIFIERS- *Special Education Directors

Chapter 4 discusses how to conduct a workplace literacy needs analysis (LNA). Chapter 5 discusses using the results of the LNA to develop a customized curriculum and design a participant recruitment plan. Chapter 6 addresses WPL program implementation issues: staffing, program guidelines and procedures, and program logistics. Chapter 7 on program evaluation covers the following: components of an evaluation strategy, evaluation issues, data collection methods and sources, an evaluation plan, data analysis and interpretation, and use of findings. Appendixes contain checklists, sample materials and forms, glossary, a list of 21 annotated references, and index. (YLB)

ED 378 312 CE 065 760

Oregon Employers Workforce Development Survey.
PUB DATE- Aug 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Comparative Analysis; Educational Improvement; *Educational Needs; Educational Policy; *Employer Attitudes; *Employment Practices; Evaluation Criteria; *Job Training; *Labor Force Development; Policy Formation; Postsecondary Education; Private Sector; Program Evaluation; Public Policy; Public Sector; Questionnaires; Standards; State Surveys; *Training Methods
IDENTIFIERS- *Oregon

Approximately 4,000 randomly selected Oregon employers were surveyed regarding their training practices and work organization. More than 43% of employers surveyed responded. Among the key survey findings were the following: most Oregon employers initially recruit locally; applicants for jobs in high performance organizations are often rejected because of inadequate math/calculation skills; only 17% of Oregon's work force is employed by firms providing at least half of their employees with at least 20 hours of training annually; only 60% of Oregon employers providing on-the-job training actually designate trainers for trainees and fewer than 40% provide training for trainers; although few firms actually participate in education initiatives, 21% desire to participate; public sector employers are most likely to track/budget for training investment; only 3% of firms surveyed can be considered high performance; and employers with high performance characteristics note more skill deficiencies than does the private sector as a whole. The following were identified as areas on which state policymakers should concentrate: improve high school education, expand life skills training in high school, provide school-to-work transition, and improve professional/technical (vocational) training in high school. (Appended are the following: overview of study methodology, The survey instrument, and 21 tables/figures. Contains 62 references.) (MN)

ED 378 313 CE 065 761

Oregon Works: Assessing the Worker Training and Work Organization Practices of Oregon Employers.
PUB DATE- Jan 93
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Education; Technology; *Tech Prep; Tool and Die Makers; Troubleshooting; Two Year Colleges

This document contains 35 units to consider for use in a tech prep competency profile for the occupation of manufacturing (industrial) technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, supervision, basic electronics, fundamentals of electronics technology, troubleshooting and repair, industrial electricity, electrical test and measurement equipment, drafting technology, computer-assisted drafting and design (CADD) fundamentals, equipment installation, equipment maintenance, mechanical power transmission, electromechanical technology, precision machining, fundamentals of machine anatomy, hydraulics and pneumatics, industrial manufacturing technology, programmable logic controllers, computerized numerical control, industrial engineering basics, basic materials science, welding basics, metal stamping dies, press technology, and sheet metal fabrication. (YLB)

ED 378 331   CE 067 907

CADD Technician.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE- 94

NOTE- 93p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Articulation (Education); Competence; *Competency Based Education; *Computer Assisted Design; Computer Literacy; *Drafting; Electricity; Electronic Control; Electronics; *Electronic Technicians; Employment Potential; Engineering Technicians; High Schools; *Job Skills; Machine Tools; Minimum Competencies; Numeracy; Patternmaking; Postsecondary Education; Quality Control; Reading Skills; Safety Education; Science Curriculum; Sheet Metal Work; Technical Education; *Tech Prep; Tool and Die Makers; Two Year Colleges

This document contains 22 units to consider for use in a tech prep competency profile for the occupation of CADD (computer-assisted drafting and design) technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, training, tutoring in English as a Second Language, and "workplace ready" employees. A checklist for developing a business-education partnership program that may be used as the foundation of a school-to-work transition program is provided. The next section lists keys for success of school-to-work partnerships: clear, shared vision; educators' adoption of a private sector industry perspective; recognition that much time is required; climates of negotiation and cooperation; development around a single school or school system; inclusion of employers of all sizes and types; open, honest, and frequent communication; and commitment. The final section focuses on business-education partnerships as a growing component of the Rhode Island Tech Prep Program. (YLB)

ED 378 350 CE 067 930

Imel, Susan
School-to-Work Transition. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Career Education; *Educational Objectives; *Educational Practices; *Educational Trends; *Education Work Relationship; Noncollege Bound Students; Printed Materials; Resource Materials; Secondary Education; *Transitional Programs; Trend Analysis; Youth Programs

School-to-work transition (SWT) programs are comprehensive programs to prepare young people for high-skill, high-wage careers and teach them the basic skills needed to pursue postsecondary education/lifelong learning. Interest in SWT programs has been stimulated by several factors, including declining U.S. competitiveness in the global market, the changing nature of the workplace, and passage of the School-to-Work Opportunities Act of 1994. Current Congressional efforts to streamline government may well result in a sharp reduction of the federal role in SWT efforts; however, SWT programs have gained great momentum in many states and will likely continue without strong federal leadership. Research has confirmed that SWT programs can serve a broad cross-section of students and provide access to college and other postsecondary options provided the extra resources and employer support/commitment needed to initiate/implement SWT programs are obtained. Among the issues surrounding SWT programs are whether business/industry has the resources to provide the required work-based learning experience and whether programs force youth to make career choices too early and place too much emphasis on preparing youth for occupations. (Included in this trend analysis are an annotated bibliography of 18 print resources and a list of 6 organizations concerned with SWT programs.) (MN)

ED 378 351 CE 067 931

Kerka, Sandra
The Changing Role of Support Staff. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95

Apling, Richard N.; Moulin, Sylvie
Vocational Education and Special Populations: Reauthorization Issues. CRS Report for Congress.
PUB DATE- 29 Nov 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Rights Legislation; Disabilities; Disadvantaged; Educational Legislation; Educational Needs; *Educational Policy; Educational Quality; Equal Education; *Federal Legislation; Federal Regulation; Guidelines; *Policy Formation; Postsecondary Education; *Public Policy; Secondary Education; *Special Needs Students; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Department of Education; Unfunded Mandates

Selected issues related to the special populations provisions of the Perkins Act are examined in this paper. Special populations' access to and participation in vocational education are reviewed, and major Perkins Act provisions addressing special populations and congressional intent behind the provisions are summarized. The U.S. Department of Education's interpretation of special population provisions and recent proposed reinterpretation of the provisions are discussed. Legal provisions other than the Perkins Act that protect and guarantee the rights of members of certain special populations in educational programs are outlined. Special attention is paid to civil rights statutes, regulations, and guidelines. The following policy alternatives available to the 104th Congress as it prepares to reauthorize the Perkins Act are analyzed: (1) use current civil rights statutes to ensure access; (2) enact current regulations; (3) enact the Department of Education's proposed regulatory changes; and (4) provide access for all students to high quality programs. The implications of the four policy alternatives with respect to educational equity and quality and unfunded mandates were considered. Appended is a summary of the major Perkins Act provisions for special populations. (MN)

ED 378 369 CE 067 991

Bennett, Barbara K.; Donnelly, Margaret
School to Employment Program. 1992-1993 Annual Report.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Basic Skills; *Dropout Programs; *Economically Disadvantaged; *Education Work Relationship; *Employment Potential; *High School Equivalency Programs; Job Skills; Job Training; Minority Groups; One Parent Family; Work Experience
IDENTIFIERS- New York

The School to Employment Program (STEP) operated during 1992-93 as an employment-oriented program served economically disadvantaged, out-of-school youth between the ages of 16-21, with special emphasis on 18- and 19-year-olds. Program participants were provided an opportunity to engage in work experience or on-the-job training, to improve academic skills, and to receive counseling and referral to supportive services.

included. (MN)

ED 378 387 CE 068 044

Murk, Peter J.; And Others
Learning Styles and Lessons from the Medicine Wheel: A Native American Philosophy, a Proposed Integrated Model.
PUB DATE- Nov 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Nashville, TN, November 2-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; American Indians; *Cognitive Style; *Educational Philosophy; Intelligence; *Interdisciplinary Approach; *Models
IDENTIFIERS- American Indian Philosophy; *Learning Style Inventory (Kolb); *Medicine Wheel; Native Americans

The Medicine Wheel is a Native American legend in which a circle contains countless points each of which represents a different, yet valid, perspective on the nature of reality. According to the Medicine Wheel legend, the north offers the gift of wisdom, the east offers illumination, the south offers innocence, and the west offers introspection. In the Medicine Wheel legend, the various learning styles and types of intelligence are valued equally. The Medicine Wheel metaphor suggests several possibilities for linking individual learning styles, modifying teaching and training practices, and creating different ways of interpreting adult learning. The Kolb Learning Style Inventory (KLSI) also represents the basic types of learners (converger, accommodator, diverger, assimilator) and learning styles (abstract conceptualization, active experimentation, concrete experience, and reflective observation) in four-pole schemes. A good case can be made for integrating the KLSI and the four major metaphorical perspectives of the Medicine Wheel into a model that adult educators and other practitioners can use to acknowledge the equal validity of different learning styles and devise strategies to integrate them. (Contains 55 references.) (MN)

ED 378 388 CE 068 045

Rogers, George E.
The Curricular Content of Technology Education As Identified by Industrial Educators.
PUB DATE- 9 Dec 94
NOTE- 30p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Competency Based Education; Curriculum; *Educational Needs; *Educational Objectives; National Surveys; Secondary Education; Tables (Data); *Teacher Attitudes; *Technology Education; Trade and Industrial Education; *Trade and Industrial Teachers

A study examined trade and industrial (T&I) educators' views regarding the curricular content of technology education (TE). Demographic data sheets and questionnaires were mailed to a random sample of 430 of the 5,565 members of the T&I Division of the American Vocational Association. Of the 156 automotive parts plant and Triplett Technical and Business Institute in Virginia. Project TIME had three primary objectives: to help employees obtain the basic literacy skills required in a sophisticated manufacturing facility, to enhance their potential for continued employment and/or career advancement, and to increase their productivity. A job/task analysis and literacy audit were conducted to identify the plant employees' training needs. The project curriculum that was developed included courses in the following: calculator math, creating/understanding graphs, algebra I, on-the-job communication, technical reading and writing, decision making and goal setting, career development, computer-assisted writing and math, English skills for the workplace, and team building. During the project's 4 semesters, a total of 202 individuals participated in 1,260 hours of instruction. After completing the Project TIME courses, participants exhibited significant skill gains on posttests and improved job performance. (Appendixes constituting approximately 75% of this final evaluation report include nine learning activities from the course in communicating on the job and a program brochure. A final project performance report is also included.) (MN)

ED 378 406 CE 068 085

Bergman, Terri; Kaufmann, Barbara
Staying Competitive. How Small and Mid-Sized Companies Are Meeting the Challenge of a Global Economy. Workforce Brief #1.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jan 95
NOTE- 5p.; Produced by the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Cycles; *Change Strategies; *Competition; Cooperative Planning; Educational Needs; Employer Employee Relationship; Job Training; Labor Force; Labor Force Development; *Organizational Change; *Productivity; *Small Businesses; Strategic Planning; Technological Advancement; Unions; Work Environment
IDENTIFIERS- *Competitiveness

Small and mid-sized businesses must change their production and service delivery methods if they are to remain competitive in a global economy. According to businesspersons, service providers, and employees who participated in 18 focus groups in 10 cities throughout the United States, businesses are being forced to change their ways of doing business by many factors, including the following: economic downturns, increased competition, customer demands, developments in technology, new regulations, labor shortages, and an increasingly diverse work force. The focus group participants noted three levers for changing how goods and services are produced and/or delivered: technology, work processes, and people. The following actions can increase the likelihood that change efforts will be successful: start with a strategic plan; build support among all key stakeholders; be creative in seeking information/assistance; involve all employees in the change process; train workers in every aspect of company operation; keep employees informed about all changes; and follow through on all commitments. The following are ways of gaining employee involvement: hold meetings with all workers before starting the change effort, solicit employees' views, have an open-door policy or use other mechanisms to encourage communication between employees and management, and report both the good and

Follow-up contacts resulted in a response rate of 55.4% for supply data and a response rate of 51.0% for demand data. Enrollment data provided by the teacher educators indicated a total of 2,168 students enrolled in home economics education programs in 1992-93. The identified majors of the 551 graduates from these programs reported in 1992-93 were as follows: teaching, 367; extension, 7; combination teaching and extension, 34; and other, 143. The number of home economics education graduates in 1993-94 qualified to teach was anticipated to be 440, which meant a decline of 21 in just 1 year. As of 1992-93, 15,235 persons were working as home economics teachers. As of September 1993, an additional 125 teachers were needed to fill open positions, emergency certification was held by 73 persons, and 45 departments would not operate because of a lack of qualified teachers. (Contains 24 references.) (MN)

ED 378 425   CE 068 145

National Workplace Literacy Project. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *American Indian Education; Basic Skills; *Career Counseling; *Community Colleges; Individualized Education Programs; Job Search Methods; *Literacy Education; *Partnerships in Education; *Program Effectiveness; School Business Relationship; Two Year Colleges
IDENTIFIERS- North Dakota; *Workplace Literacy

With funding from a National Workplace Literacy grant, Little Hoop Community College in Fort Totten, North Dakota, conducted a combined literacy and career counseling program for members of the Devils Lake Sioux Tribe. During the project period, 86 participants completed individual education plans appropriate to their personal work objectives and an additional 183 individuals received diagnostic services for proficiency levels directly related to their employer's target level of applied communications. Of 286 individuals given basic skills instruction during the grant period, 201 completed their educational goals for an overall completion rate of 70%. In addition, 72 program participants received career counseling or advisement from the project counselor, and 22 individuals obtained a General Educational Development certificate. All 286 project participants received support services from at least one element of the literacy project, and 32 referrals were made for services outside the project's support to 14 different federal, state, county, tribal, or community agencies. Because of a local employment surge that drew 28% of the career assessment and job search skills training component's participants into the workplace, that component's completion rate was only 23%. (MN)

ED 378 426   CE 068 149

Lipscomb, Judith D.; Cronin, C. Hines
Tools for the 21st Century. Southwest Alabama Cooperative Literacy Project. Final Evaluation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Bragg, Debra D.; And Others
Work-Based Learning in Two-Year Colleges in the United States.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Programs; Educational Needs; *Education Work Relationship; *Experiential Learning; *Program Implementation; Program Improvement; School Business Relationship; *Two Year Colleges; *Work Experience Programs

A study of the status of work-based learning in U.S. two-year colleges sought to determine the aggregate depth, scope, and quality of work-based learning. A census design was used to ascertain the scope of work-based learning, through a mailed survey of 1,036 U.S. two-year colleges (nearly 50 percent response rate). Results of the study indicate that work-based learning experiences are occurring at the colleges, although these experiences are from limited curriculum and program areas. An average of 18 percent of students in vocational education were taking part in work-based learning at the time of the survey in most of the responding institutions. In addition, approximately one-quarter of the respondents estimated that a majority of students involved in customized or contract training were also participating in work-based learning. More than 60 programs were identified in which work-based learning was a required component. Most of these programs were in the health and business fields, and nursing was the only program that almost always required work-based learning. Work-based learning was rarely required in manufacturing and high technology programs. The programs found a tendency for programs to gravitate toward particular work-based learning models such as the following: professional and clinical, cooperative, school-based enterprise, and traditional adult or youth apprenticeship. The research showed how some components of the programs related to the federal School-to-Work Opportunities (STWO) legislation, although few of the programs included all of the required components. The study also found that the colleges themselves assumed responsibility for most of the program components: curriculum, instruction, student selection, and selection of workplace mentors and coaches. Support for the programs was greatest among groups with the most to gain, such as business and industry representatives; less support was seen from parents and four-year colleges. The results also indicated that the programs' greatest problems were lack of resources and lack of involvement from the business community. Recommendations were made for more fiscal resources, more incentives for businesses to join work-based learning partnerships, and clearer standards from the state and federal governments. (The report includes the questionnaire with aggregated responses listed. Contains 23 references.) (KC)

ED 378 447 CE 068 232

Craig, Malcolm
Analysing Learning Needs.
PUB DATE- 94
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

This paper names and describes a common, growing, and dangerous psychological syndrome: Youth Violence Syndrome (YVS). YVS is characterized by at least nine behaviors: (1) hopelessness; (2) a complete or great disregard for the laws followed by most Americans; (3) a short temper combined with a lack of empathy; (4) a desire for respect from others where such respect has not been earned; (5) an act or acts of violence against another person; (6) unemployment or employment in a minimum- or low-wage job; (7) an extremely high desire for expensive consumer goods; (8) acting-out to obtain expensive consumer goods illegally; and (9) a high school drop-out or a high school graduate with deficient reading and math skills. Also discussed are the causes of this syndrome, including the social conditions that make someone susceptible to YVS. Although YVS appears to be an essentially psychological syndrome, psychotherapeutic techniques to ameliorate its effects on an individual are yet to be determined. Social interventions directed toward improving the quality of an individual's life will probably be more effective in changing and preventing YVS than any psychotherapy. A multifaceted approach to the problem of youth violence is necessary, one that includes real educational as well as economic opportunity. (RJM)

ED 378 469 CG 025 866

Saylor, Conway F., Ed.
Children and Disasters. Issues in Clinical Child Psychology Series.
PUB DATE- 93
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; *Children; Counseling; *Crisis Intervention; Death; Elementary Secondary Education; *Emergency Programs; *Intervention; Psychotherapy; Stress Management; *Stress Variables
IDENTIFIERS- *Disaster Planning; *Disasters; Posttraumatic Stress Disorder; Traumas

Few images are as compelling as a child who has become the victim of a manmade or natural disaster. This book is designed to draw together data, theory, and observation that address children's psychological response to disaster. Characterized by its diversity in scope, nature, and quality, some of the material comes in the form of observations made by professionals at disaster sites. Therefore, clinical and anecdotal material is woven through many of the chapters, but is especially prominent in the chapters on intervention, which were written by professionals who worked with children following disasters. Likewise, attempts have been made to empirically and systematically document the immediate and long-term effects of various types of disasters on children. These studies are summarized and critically reviewed in such a manner as to allow the reader to access quickly the available knowledge about the impact of any given type of disaster on children. Efforts were made throughout the volume to present findings in a developmental context so that the potential interventionist can approach children with this perspective. Finally, fundamental areas of knowledge are presented which must be understood and incorporated into future work with children. (RJM)

ED 378 470 CG 025 868

Getzfeld, Andrew R.

DESCRIPTORS- *Anxiety; *Coping; Foreign Countries; Individual Development; Life Events; Political Attitudes; *Political Socialization; Preadolescents; Refugees; Responses; Safety
IDENTIFIERS- *Intifada; Israelis; *Palestinian Israeli Conflict; Palestinians

This paper investigated anxiety among the Palestinian children in the West Bank under the Israeli occupation since 1967. The violence has been both physical and verbal and has taken different forms: trial, shooting, home raids and torture. In comparison with studies that have shown that a very small percentage of people develop fear or psychic disturbances as a result of passive or active participation in violent events, it was found in this study that some Palestinian children have actually developed in themselves a certain psychic immunity that makes it possible for them to continue normal daily life with a healthy regularity. They have grown up stronger, and more life-affirming than before the intifada. It was found that these youths received support and encouragement from parents and other family members. (Author/BF)

ED 378 491 CG 025 891

Kinser, Kevin
New Professionals in Student Affairs: What They Didn't Teach You in Graduate School.
PUB DATE- 93
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (75th, Boston, MA, March 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Counselor Training; Graduate Study; Higher Education; *Job Satisfaction; Job Search Methods; *Professional Education; *Student Personnel Workers; Theory Practice Relationship; Work Environment

Recent graduates of College Student Personnel programs from five universities were surveyed on their job search process, reasons for choosing their current job, their experiences with institutional policies, and ethical and political situations they encountered as new professionals. The results indicated that between 26% and 44% of these new professionals experienced some dissatisfaction with the job search process and their current job. With attrition in the field approaching 50%, it is important for both graduate program faculty and practitioners to pay attention to these voices and take a critical look at the way entry-level professionals are educated, recruited and supervised. (Author)

ED 378 492 CG 025 892

Webber, Ruth
Living in a Stepfamily. Second Edition.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescents; Family Problems; *Family Relationship; *Family Structure; Fathers; Foreign Countries; Mothers; Parent Child Relationship; Parent Role; Remarriage; Siblings; Spouses; *Stepfamily
IDENTIFIERS- Australia

ED 378 511 CG 025 914

Furukawa, Stacy
The Diverse Living Arrangements of Children: Summer 1991.
PUB DATE- Sep 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Census Figures; Child Rearing; *Children; Demography; Extended Family; Family (Sociological Unit); *Family Environment; *Family Structure; Nuclear Family; One Parent Family; Population Trends; Sociocultural Patterns; *Statistical Analysis; Stepfamily
IDENTIFIERS- *Survey of Income and Program Participation

This report presents findings on children's living arrangements as taken from the Survey of Income and Program Participation (SIPP). The SIPP is unique in that it records how each person is related to everyone else in the household. Detailed information on parent-child relationships is provided, allowing identification of biological, step, foster, and adoptive ties. Similar data are collected for siblings. With this additional information, it is possible to examine family structure in more detail than was possible in previous Bureau of the Census reports. The statistics contained herein are based on national-level estimates of children under 18 and their living situations, for the period June through September, 1991. The report's findings pertain to all children, regardless of their marital or parental status. Included in these findings was the fact that 73 percent of children under age 18 lived with two parents, 24 percent lived with one parent, and 3 percent lived with neither parent. Black children were 2.5 times more likely to live in a one-parent family than were White children. The report examines both traditional nuclear families and nontraditional families, and includes data on children in blended families, adopted children, extended families, and other arrangements. Five figures and 12 tables summarize the data. Appendixes include an overview of the SIPP program, definitions and explanations of terms, and source and accuracy of estimates. (RJM)

ED 378 512 CG 025 915

Beylerian, Nvair Kadian
Compulsive Eating: The Emotional Link of Its Use as a Coping Mechanism for Resident Freshman Female College Students.
PUB DATE- May 93
NOTE- 75p.; Master's Thesis, William Paterson College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Affective Behavior; Body Weight; College Environment; *College Freshmen; College Students; *Coping; Dietetics; *Eating Disorders; Eating Habits; *Emotional Response; *Females; Higher Education; Nutrition; *Self Care Skills

An 18-year old's freshman year in college is not only a test of his or her intellect, but also a test in social skills, adaptability to new living situations, and other conditions. This study examined the link of emotions to compulsive eating and its use as a coping mechanism for female college students. It explores the stresses of the transition from high school to college and how a breakdown in coping skills can lead to the

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Distinctive Features (Language); Elementary Education; *Phonics; *Reading Diagnosis; Vowels; *Word Lists
IDENTIFIERS- Spelling Patterns; Word Families

Intended for the use of teachers or diagnosticians, this booklet presents charts that list various phonic patterns, word families, or "rimes" associated with specific vowel patterns. Lists in the booklet are arranged according to the 14 basic vowel phonemes in English (including long a, long e, long i, long aw, short ah, and short u). The r-controlled vowels in the booklet are listed separately under the vowel associated with it. (RS)

ED 378 533 CS 011 952

McCabe, Don
The Three Different Words Spelled H-A-V-E. AVKO "Great Idea" Reprint Series No. 624.
PUB DATE- 82
NOTE- 11p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Definitions; Elementary Secondary Education; *English; *Language Usage; *Pronunciation; *Verbs
IDENTIFIERS- *Homographs

This booklet discusses a homograph that is seemingly never taught in schools--the homograph "have." The booklet begins with a discussion of three definitions of "have" and notes the distinctly different pronunciations ("hav," "uv," and "haff") of each form. The booklet then discusses why each form should be pronounced differently, and presents the story of "Papa Have," "Mama Have," and "Baby Have" to further illustrate the differences. The booklet concludes with sample dictation exercises on the three "haves." (RS)

ED 378 534 CS 011 953

McCabe, Don
The Case of the Three "Tooze": Too, Two, and To. AVKO "Great Idea" Reprint Series No. 625.
PUB DATE- 82
NOTE- 11p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *English; Grammar; *Language Usage; Writing Skills
IDENTIFIERS- Homophones

This booklet discusses the difference among "two," "too," and "to," and presents class activities to assist students in learning the differences. The booklet presents and discusses three rules: use "too" if "so" or "also" can be substituted for the word; use "two" if another number can be substituted; and if "so," "also," or another number does not sound well when substituted, use "to." The booklet concludes with a series of exercises that can be used as individual seat exercises, group

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Reading; Elementary Secondary Education; Higher Education; Models; Prior Learning; *Science Instruction; *Teaching Methods; Textbook Content
IDENTIFIERS- *Analogies; *Content Area Teaching; Knowledge Acquisition

This report describes the role of analogies in science instruction and presents research on a model for teaching with analogies. This model is being developed from research studies of textbooks and exemplary teachers; it provides guidelines for the strategic use of analogies during science instruction to explain fundamentally important concepts in ways that are meaningful to students. The model shows how exemplary teachers and textbook authors construct effective analogies to help students build upon new knowledge learned from textbooks by activating, transferring, and applying relevant existing knowledge. Contains 10 references and 4 figures illustrating analogies used in science instruction. (Author)

ED 378 555 CS 011 975

El-Dinary, Pamela Beard; And Others
The Teaching Practices of Transactional-Strategies-Instruction Teachers as Revealed through Collaborative Interviewing. Reading Research Report No. 23.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Interviews; *Reading Instruction; Reading Research; *Reading Strategies; *Teacher Attitudes; *Teacher Behavior; *Theory Practice Relationship
IDENTIFIERS- Teaching Research; *Transactional Strategies Instruction

Over a semester, two university-based researchers worked with 12 teachers in a single school (grades 1-5) to better understand the teachers' implementation of a transactional strategies instruction curriculum. The researchers and teachers used group discussions, classroom observations, and one-to-one conversations to jointly develop structured interviews with the teachers, in an effort to understand the teachers' strategies-instruction processes. The structured interviews confirmed a large repertoire of teaching practices observed by the researchers. Many of the teaching practices were intended to scaffold students' use of strategies. The formal and informal preliminary interactions, combined with the structured interview, provided a great deal of information about the teachers' perceptions of strategies instruction. The teachers perceived strategies instruction to be demanding, with many obstacles to its effective implementation, but they were committed to it because they believed it promoted the achievement of their students. (Contains 50 references, 4 tables, and 6 figures of data.) (Author)

ED 378 556 CS 011 976

Baker, Linda; And Others
Contexts of Emergent Literacy: Everyday Home Experiences of Urban Pre-Kindergarten Children. Reading Research Report No. 24.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

separate emphases. The English education and English literature emphases are traditional majors with required courses in literature, language and composition. The other emphases are technical communications, public relations, and writing. Since the state recently started requiring public higher education institutions to institute major exit exams, instructors at Missouri state have had to devise testing methods for each of the five English major emphases. For the literature and English education emphases, the department has adopted a commercially available nationally-normed test for major assessment--the ETS English Literature Test. No standardized tests are available for the other emphases. For these, a portfolio system of assessment has been adopted. Faculty agreed that each portfolio should include: (1) a professional resume; (2) a reflective essay of self-assessment; and (3) several writing pieces from major courses. For each of the emphases these requirements have been tailored slightly. For the technical communications portfolio, for instance, students must include three reviews of their work which are to be written at various points over their college career. The public relations and writing portfolios use a "course approach" in designating pieces for the portfolio. One writing project must have been written for a literature course, another for their internship, others from journalism courses. (TB)

ED 378 575 CS 214 689

Garside, Colleen
Building Bridges to Critical Thinking: Utilizing Student Journals in the College Classroom.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *Critical Thinking; Curriculum Evaluation; Higher Education; *Journal Writing; Speech Communication; *Student Journals; Thinking Skills; Undergraduate Students
IDENTIFIERS- Writing Contexts

Critical thinking involves a multitude of mental operations from recalling to analyzing to evaluating information and ideas. In order to foster critical thinking, students need to build bridges between concrete, everyday ideas and abstract, academic concepts. These bridges can be built through journal writing. In his book "Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World," R. Paul outlines 35 dimensions of critical thinking. Three of those dimensions that could be cultivated through journal writing are as follows: (1) because a journal is written in the first person it allows a person to explore thoughts underlying feelings and feelings underlying thoughts; (2) journals provide a space in which students can explore new ideas by placing them in new contexts; (3) through journal writing students can identify contradictions as they attempt to clarify or critique texts. More generally, journals can be used in any number of ways, depending on the instructor's orientation. Inside the classroom, journals can be used at the beginning of class to focus student attention on a topic. Students could also be asked to read their journal entries aloud. In-class journal areas for the paper in their free time. Frequent meetings keep the process moving. Articles are proofread and the layout committee designs the pages. Materials needed include a computer, a laser printer, a desktop publishing program, and access to a commercial printing service or a school copy machine. The time factor takes a lot of cooperation from the regular classroom teachers of the students working on the newspapers. Publishing a newspaper for the school and the community is a way for townspeople and the student population to gain a new appreciation of each other. (RS)

ED 378 594 CS 214 717

Kanehl, Bob
New Suncook News.
PUB DATE- 94
NOTE- 7p.; A product of Project SEED.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Grade 5; Intermediate Grades; Interpersonal Relationship; Program Descriptions; *School Newspapers; *Student Publications; Units of Study; *Writing for Publication; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Collaborative Writing

The newspaper program at the New Suncook School, Lovell, Maine, is a multi-level, language arts based unit designed to develop in students strong writing and interpersonal relationship skills, and to bring relevance to writing. The monthly newspaper features interviews, surveys, news, and some fiction stories written by students. The newspaper is delivered to all classrooms in the school. The prime advantage to this program is that it allows the students to generate stories for a known audience. Students, working in groups of three, write at least one story for each month's newspaper. Students write, revise, and proofread copy. Fifth graders are involved in producing the newspaper currently, but the program is easily modified for any grade level. The writing and fact-gathering time can be made part of the teacher's regular schedule. Materials needed include a computer and word processing software, a copy machine, and newspapers to serve as models. This program increases students' abilities to communicate orally and through writing. It also promotes research skills, interpersonal relationship skills, and self-esteem. (RS)

ED 378 595 CS 214 718

Custeau, Rene
Classroom Newsletter: "A View of What's Happening in the Classroom through the Eyes of the Children."
PUB DATE- 94
NOTE- 5p.; A product of Project SEED.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Newsletters; Parent School Relationship; Primary Education; Program Descriptions; Student Attitudes; Student Developed Materials; *Student Publications; Writing Assignments; *Writing for Publication; Writing Instruction; Writing Processes
IDENTIFIERS- *Process Approach (Writing)

language how they feel about a defendant's case. A functional model, consisting of 16 enumerated points, assumes that nonverbal signals combine to serve important communicative goals. (Contains 32 references and one figure.) (TB)

ED 378 613 CS 508 786

Upshaw, Jim
Visual Newsworkers' Attitudes toward Local Television News.
PUB DATE- Mar 94
NOTE- 19p.; Paper presented at the Annual Convention of the Broadcast Education Association (39th, Las Vegas, NV, March 18-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Editing; Media Research; *News Media; News Reporting; Occupational Surveys; *Photography; *Photojournalism; Press Opinion; Skilled Occupations; *Technical Occupations; *Television
IDENTIFIERS- Local Television Stations; *Organizational Culture; *Professional Concerns

The voices of photographers and other visual-crafts workers rarely are heard in public discourse about local television news. All rank-and-file newsworkers potentially face reprisals resulting in shortened or blighted careers if they participate openly in assessing and criticizing the medium. A fresh examination of these newsworkers' views and morale is important because they have largely been neglected, but also for another reason: continuing economic pressures on broadcast outlets are affecting all crafts. Eighteen stations supplied 963 questionnaires through mail boxes or other informal routes to non-management staff members across all news crafts; 145 forms (15 percent) were returned. The form employed 26 questions to establish each respondent's basis for entering local TV news and specific characteristics of that first job and posed 34 questions to determine comparative characteristics of the respondent's current job and his or her outlook on the industry and its future. Results showed that workers in this study have a gloomy picture of their jobs. Since their entry into the field, most have seen changes in television news and say their impact tends to be negative. Photojournalists in particular are critical of "live shots" as poorly motivated, and find ratings pressure in conflict with their ethics. Visual craft newsworkers have neutral-to-negative news of their newscasts as journalism and suspect the public rates them similarly. There is some evidence to suggests that photojournalists make greater demands on their newscasts' journalistic performance than do even reporters. (Contains 2 tables of data and 31 references.) (TB)

ED 378 614 CS 508 788

Crawford, C. B.
Effects of Humor and Rudeness on Judges' Decisions or "Take My Judge Please."
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

ED 378 632 EA 024 671

Shakeshaft, Charol
Deconstructing the Erected Hierarchy: Sex and Power in Organizations.
PUB DATE- Apr 92
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Feminism; *Organizational Climate; Organizations (Groups); *Power Structure; *Sex Stereotypes; *Sexual Harassment; Women Administrators; Work Environment

Two characteristics that are commonly associated with organizational behavior, power and sex, are examined. Sexual behavior within the workplace and schools is discussed as are the effects of sexual stereotypes, sexually harassing and non-harassing sexual behavior, and office romances on the organization and its members. A conclusion is that these attitudes and practices benefit neither women nor the organization, but men. It is necessary to identify the sexual aspect of organizations and organizational behavior and develop ways to insure that a sexually safe and erotically neutral environment is maintained. Perhaps then the erected hierarchy can be deconstructed and more women will move to positions of power. (LMI)

ED 378 633 EA 025 385

Journal of Research for School Executives, Volumes 1 and 2, 1991-1992.
PUB DATE- 93
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Administrator Effectiveness; Boards of Education; Censorship; Codes of Ethics; College School Cooperation; *Cooperative Learning; Disabilities; *Discipline Policy; Dropout Research; Educational Assessment; Educational Environment; Elementary Secondary Education; Instructional Improvement; Leadership; School Based Management; School Community Relationship; School Restructuring; Social Control; Special Education; Superintendents; *Teacher Student Relationship; Total Quality Management

This document consists of all six issues of the "Journal of Research for School Executives" published before it was discontinued. The spring 1991 issue includes four research articles and one essay on employee discipline, school reform, experiences of state departments of education in school/college collaboration, legal aspects of disciplining students with disabilities, and administrative roles in school-centered decision making. Also, two reviews of Samuel J. Freedman's book, "Small Victories: The Real World of a Teacher, Her Students and Their High School" is included. The fall 1991 issue contains four research articles and one essay on Glasser's control theory, censorship and the public school quality improvement. Chapter 1 describes school board characteristics, functions, and the need for educational change. Chapter 2 presents the ideas and precepts of Total Quality Education (TQE) with a flavor relevant to boards and governance functions. The third and fourth chapters offer guidelines for using policy to implement a bold vision and for designing board policy for quality improvement. Long-range planning processes and strategies are described in chapter 5. Chapters 6-8 offer suggestions for achieving quality leadership and teamwork, exercising board oversight responsibilities, and implementing TQE in the school board structure and processes. Key terms and concepts end each chapter. Forty-nine figures are included. (LMI)

ED 378 650   EA 026 409

Hertzke, Eugene R.; Olson, Warren E.
TQE, Technology, and Teaching.
PUB DATE- 94
NOTE- 152p.; Volume 9 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Selection; Computer System Design; *Educational Quality; *Educational Technology; Elementary Secondary Education; Individualized Instruction; Instructional Improvement; Program Implementation; Resistance to Change; *Total Quality Management
IDENTIFIERS- *Total Quality Education

This book provides a total "how-to" approach for the use of technology, including information on the types of systems, hardware, and software available. It offers guidelines for determining how to match specific systems and needs, as well as strategies for implementing technology and Total Quality Education (TQE) to improve teaching. It also looks at developing the support necessary for the implementation of technology by using Total Quality Management approaches, which are labeled Total Quality Education in this application. The first three chapters set the background for developing a TQE method of thought and problem solving, developing the concept of an education as the product of schools and learning as the process. Suggestions for helping instructional managers change classroom practices and helping teachers apply TQE and technology are provided. Chapters 4 and 5 offer information regarding particular technological solutions. The specific systems, hardware, and software are defined, and tips for purchasing, implementing, and sustaining the systems are presented. Chapters 6 and 7 focus on the support necessary for success, including training, technical support, and maintenance. The eighth chapter challenges the educator to think about the future and what more schools and teachers could become. Chapter 9 provides some checklists, and chapter 10 offers thoughts to guide good decision making. Key terms and concepts end each chapter. Fifteen figures are included. (LMI)

ED 378 651   EA 026 410

Latta, Raymond F.; Downey, Carolyn J.

chronically tax personal resources for marginal benefits. In situations involving interpersonal stressors, active coping, coupled with self-management techniques, may enhance female students' stress resistance. Five tables are included. Contains 22 references. (LMI)

ED 378 669 EA 026 430

Brogan, Bernard B.; Brogan, Walter A.
Defining and Debating the Issues: Is Outcome-Based Education the Answer?
PUB DATE- Sep 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (17th, Sarasota, FL, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; *Performance; School Effectiveness; *Standards; Student Evaluation
IDENTIFIERS- *Outcome Based Education

This paper first proposes a definition for outcome-based education (OBE) and then identifies questions that challenge the assumptions of OBE. In so doing, it sets the agenda for an honest debate on issues of policy, process, and assessment. OBE calls for a shift from an emphasis on inputs to an emphasis on performance standards for all students. The approach is based on the belief that the success of schools should be measured by what students know, rather than on what they are supposed to know. Key elements of a comprehensive outcome-based model include the following: (1) a concept of education as a process; (2) continuous and benchmark assessment; (3) early student readiness; (4) an engaging learning environment; (5) family involvement; (6) development of a community partnership; (7) qualified teachers; (8) state-of-the art facilities; and (9) shared governance. In conclusion, the concerns surrounding the assumptions including the political aspect of OBE need to be addressed and provide a basis for serious debate. The full potential of OBE will be achieved only if the emphasis is on the learning process and not the outcome. Contains 11 references. (LMI)

ED 378 670 EA 026 431

Brogan, Bernard R.
Outcome-Based Education and Administrative Training: What Educational Leaders Need To Know and Be Able To Do.
PUB DATE- Aug 94
NOTE- 16p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (48th, Indian Wells, CA, August 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Performance; School Effectiveness; *Standards; Student Evaluation
IDENTIFIERS- *Outcome Based Education

Educational leaders may recognize the promise of a performance-

PUB DATE- 94
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Codes of Ethics; Curriculum Design; *Educational Administration; *Ethical Instruction; *Ethics; Higher Education; Integrity; Leadership; *Leadership Training; Moral Values

This book presents findings of a study that analyzed the ethical dimensions of administrator-preparation programs in University Council of Educational Administration (UCEA) member institutions. Data were obtained from a survey of 42 representatives of 42 UCEA institutions regarding their policies on ethical concerns for school administrators. Following two forewords and the preface, chapter 1 discusses six ways of thinking about ethics that have informed recent discussions of moral leadership. Chapter 2 offers a historical overview of ethics in administrator-preparation programs. Chapter 3 presents an analysis of the survey data. Programs explicitly devoted to ethics at 13 of the universities are described in the fourth chapter. Data indicate that many programs adopted a problem-solving or decision-making agenda, often using cases and examples. Most programs paid much attention to the analysis and development of professional and sometimes personal codes of ethics. Three categories of ethics curricula were identified--courses that stress knowledge about ethics, issue-oriented courses, and those that offer some combination of the two. The final chapter discusses issues that must occupy the attention of academics and practitioners in the coming years. It is recommended that educators engage in ongoing reflection dialogue to promote moral thinking and acting. (Contains 234 references.) (LMI)

ED 378 691 EA 026 460

Linking Education Finance to Education Reform: Selected Proceedings of the Education Finance Workshop (3rd, Atlanta, Georgia, May 18-19, 1994).
PUB DATE- May 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; Educational Change; *Educational Finance; Educational Vouchers; Elementary Secondary Education; *Finance Reform; *School Choice; *School Restructuring; State Action

This document contains selected proceedings from an Education Finance Workshop. The workshop addressed various perspectives about the appropriateness and cost of some currently popular reform approaches. Two introductory papers are: (1) "Our Task: Building the Links," by Ron Henderson; and (2) "Is Public Education Necessary to a Democratic Society?" by Kern Alexander. Articles that address issues in outcome-based education are: (3) "Outcome-based Education as a Product of Trends in School Finance Litigation and School Reform" (Alan Odden); and (4) "The Outcomes-based Accountability System in Dallas" (Sandy Kress). Part 3, "From Theory into Practice: State Experience with Designing and Funding Reform," contains three articles: (5) "Wisconsin's Experience with Linking Education Reform and Finance" (Charles Lentz); (6) "Kentucky's Experience with Linking Education Reform and Finance" (Gretchen management, setting limits in the classroom, making a referral, and working with the family and professionals. (Contains 17 references.) (DB)

ED 378 709 EC 303 605

Baladerian, Nora J.
Abuse and Neglect of Children with Disabilities.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.
PUB DATE- Sep 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; *Child Abuse; Child Neglect; *Disabilities; Etiology; Identification; *Incidence; *Intervention; Parent Role; Prevention; Sexual Abuse; Symptoms (Individual Disorders)

Estimates of the incidence of abuse of children with disabilities range from 2 to 10 times the rate of children without disabilities All forms of abuse, including multiple types of abuse with the same child, multiple perpetrators of abuse, and multiple victims within a grouping of children, exist within the population of children with disabilities. The majority of the perpetrators are known to the abuse victim. Disabilities caused by child abuse are estimated to represent 25 percent of all developmental disabilities. Signs of abuse include, among others, frequent unexplained injuries, aggressive or withdrawn behavior, and wariness concerning physical contact. Family members should be informed that their children are at risk. Parents should talk to their children about abuse awareness and should be empowered to take firm action to apprehend the perpetrator. Many children can benefit from self defense programs with individually tailored defense and response techniques. The key to successful intervention and amelioration of maltreatment is recognition by the fields of child abuse protection and disabilities of their common interest. Professionals need to develop working relationships that allow for cross referral, cross training, consultation across agency lines, and increased accessibility for the disabled community. (Contains four references and identifies three resources.) (JDD)

ED 378 710 EC 303 606

Miller, Maurice; And Others
Planning for Inclusion.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Educational Planning; Elementary Secondary Education; *Inclusive Schools; *Participative Decision Making; *Pilot Projects; *Program Development; State Programs; Teacher Participation; Teacher Role; Teamwork
IDENTIFIERS- *Indiana

For the 1992-93 school year, the Indiana Department of Education awarded planning grants to 10 school corporations and special education cooperatives which applied to be Inclusion School

PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Attention Deficit Disorders; Clinical Diagnosis; Elementary Secondary Education; Eligibility; *Hyperactivity; *Intervention; *Parent Student Relationship; Special Education; *Student Characteristics; *Symptoms (Individual Disorders)

This briefing paper is intended to improve understanding of attention/deficit hyperactivity disorder (Ad/HD)--what it is, what to look for, and what to do. Three subtypes are identified: (1) the predominantly combined type; (2) the predominantly inattentive type; and (3) the predominantly hyperactive/impulsive type. Causes and incidence of ADHD are briefly addressed. Signs of ADHD are discussed, including inattention, hyperactivity, and impulsivity. Essential diagnostic features of the syndrome based on the Diagnostic and Statistical Manual of Mental Disorders (4th edition) are listed, and components and sources of a professional diagnostic evaluation for ADHD are explained. The discussion of ADHD treatment addresses: effects of improved understanding of ADHD, behavior management, medication, and educational intervention. Provision of special educational services is also considered and basic guidelines for educational intervention are listed. Parents are given suggestions on what to do if their child is found ineligible for services, how to help their child improve his/her self-esteem, and how to find parent support groups. (Contains 7 references, a listing of 21 readings and resources, a listing of 2 policy clarifications of the Department of Education on ADHD, and a list of 6 organizations.) (DB)

ED 378 730 EC 303 627

Collaborative Teaming for Inclusion-Oriented Schools: An Introduction and Video Guide.

PUB DATE- Sep 93

NOTE- 20p.; Developed through the Facilitating Least Restrictive Environment for Students with Deaf-Blindness: In School and Community Settings Project. For the resource manual, see ED 359 742.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Change Strategies; Consultation Programs; *Cooperation; Cooperative Programs; *Disabilities; Elementary Secondary Education; Group Dynamics; *Inclusive Schools; Mainstreaming; Social Integration; Teacher Role; *Teamwork

This guide to the use of collaborative teams to facilitate the inclusion of all students, including those with disabilities, covers the following topics: (1) uses of collaborative teams (e.g., team teaching, peer coaching/mentoring, teacher assistance teams, pre-assessment teams, and student support teams); (2) benefits and motivating factors for establishing collaborative school teams; (3) the purpose of collaborative teams; (4) the functions of collaborative teams (such as monitoring progress toward Individualized Education Program goals); (5) five basic elements of collaborative teams (such as frequent face-to-face interactions, a positive sense of interdependence, and individual accountability); (6) shared leadership through team roles; (7) stages of team development;

NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Programs; *Disabilities; Foreign Countries; Interpersonal Competence; *Normalization (Disabilities); Postsecondary Education; Prereferral Intervention; Program Effectiveness; Rehabilitation; Resource Allocation; Secondary Education; *Social Integration; Special Education; Teacher Attitudes; *Transitional Programs; Two Year Colleges; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Mexico

This special issue on vocational and social inclusion of people with disabilities includes papers with the following titles and authors: "Applying Theories of Career Behavior to Special Populations: Implications for Secondary Vocational Transition Programming" (Jay W. Rojewski); "Familiarity with the Service System and Perception of Needs at Transition" (Richard I. Goldbaum and others); "Avoiding Inappropriate Referrals of Minority Language Learners to Special Education: Implementing a Prereferral Process" (Paul C. Kavanaugh); "Integration PLUS: A Community Based Social Learning Program for Youth with Mental Retardation and Physical Aggression" (Patrick J. Schloss and others); "Striving for Development: An Overview of Special Education in Mexico" (Pedro Sanchez-Escobedo); "Promoting Postsecondary Education for High School-Aged Youth with Disabilities: Influencing Teacher Attitudes, Developing Teacher Knowledge" (Robert J. Miller and others); "Characteristics of Services Provided by Two-Year Colleges That Serve Students with Learning or Cognitive Disabilities in Highly Effective Ways" (John Gugerty); "Postsecondary Vocational Education--Does It Really Make a Difference?" (Patricia L. Sitlington and others); and "Effectiveness of Special Education Programs--Deriving Empirical Strategies for Efficient Resource Allocation" (Howard L. Garber and others). (Each paper contains references.) (JDD)

ED 378 750 EC 303 647

Gregg, Soleil
ADHD--New Legal Responsibilities for Schools. Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Compliance (Legal); Educational Legislation; *Educational Policy; Elementary Secondary Education; Federal Legislation; Government Role; *Hyperactivity; Inclusive Schools; *Legal Responsibility; Mainstreaming; School Districts; School Policy; School Responsibility; *State Departments of Education; State Government; Student Rights

Children with attention deficit hyperactivity disorder (ADHD) are provided for under three federal statutes: the Individuals with Disabilities Education Act (IDEA), Part B; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990. State education agencies have ultimate responsibility for providing a free appropriate education for

This report summarizes the results of an issue validation activity regarding the provision of special education programs and services to students with disabilities in rural areas. Eight state directors of special education served on a communication panel to provide feedback on identified rural issues. They represented the states of Maryland, West Virginia, Texas, South Dakota, Maine, Utah, and New Mexico. The first section of this report characterizes rural America, with a discussion of definition, defining features, nature of the economy, employment and per capita income, and poverty. The next section identifies the population and characteristics of students with disabilities residing in rural areas. Section 3 describes the project's process in forming the questions and obtaining feedback on rural special education issues identified through a literature review. State directors agreed that the most prevalent issues for this population included the following: (1) recruitment and retention of personnel; (2) transportation; (3) language minority and limited English proficient students; (4) low incomes and poverty; (5) geographic isolation; (6) declining economies including high rates of unemployment; (7) financial burden of unfunded or underfunded state and federal mandates; (8) competing priorities; (9) poor fiscal management; and (10) parent involvement. Additional financial support was the most common recommendation of state directors. (Contains 28 references.) (DB)

ED 378 768 EC 303 667

Symington, Gloria T.
Mediation as an Option in Special Education. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 13 Jan 95
NOTE- 24p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Conflict Resolution; *Disabilities; *Due Process; Educational Legislation; Elementary Secondary Education; Federal Legislation; Hearings; *Special Education; State Programs
IDENTIFIERS- *Individuals with Disabilities Education Act; *Mediation

This synthesis paper examines the use of mediation to improve parent-school district communication and resolve disagreements in special education. It focuses on the development and implementation of mediation as a viable alternative to the formal hearing process under the Individuals with Disabilities Education Act (IDEA). After an introduction, the first section describes state mediation models in five states: Connecticut, Massachusetts, New Jersey, New Hampshire, and Pennsylvania. The next section examines the role of the mediator and training for that role. The third section presents 1993 data on mediation usage in the five states studied and related issues, including the outcomes of mediation and the effect of attorney fee reimbursement. Mediations held in these states varied from 17 in New Hampshire to 768 in Massachusetts. The paper's concluding section notes such ongoing issues as the growing cost to states in maintaining the mediation service and the excessive litigiousness that sometimes characterizes the process. Recommendations include reviewing all aspects of special education due process as part of the pending reauthorization of IDEA. (Contains 17 references.) (DB)

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Comparative Analysis; Educational Improvement; *Educational Needs; Educational Policy; *Employer Attitudes; *Employment Practices; Evaluation Criteria; *Job Training; *Labor Force Development; Policy Formation; Postsecondary Education; Private Sector; Program Evaluation; Public Policy; Public Sector; Questionnaires; Standards; State Surveys; *Training Methods
IDENTIFIERS- *Oregon

In 1992, questionnaires regarding the training and work organization practices were mailed to a random sample of 4,000 Oregon employers, and focus groups were held with 100 Oregon managers/employers. The main findings from the completed questionnaires (43% response rate) were as follows: most Oregon employers do not plan for training or treat it as an investment; managerial/administrative and professional/technical employees receive the most and greatest variety of training; most training is provided by in-house training departments, external training vendors/consultants, or industry/trade/professional groups; public job training programs, apprenticeship programs, and labor unions are among the least frequently used training providers; and most of the 3% of Oregon employers who have implemented high performance practices have encountered significant employee skill deficiencies in so doing. The following were identified as challenges facing Oregon: engage employers in promoting competitiveness through high performance work organization; cultivate public-private partnerships; develop policies encouraging/sustaining a high-skill/high-wage economy; continue reforms/improvements in public education and training; and continue to measure progress toward achieving training and high performance benchmarks. (Appended are the following: mail survey instrument and results, focus group protocol, and rating scale benchmarks. Contains 41 references.) (MN)

ED 378 314 CE 065 900

Increasing the Relevance of Education for Health Professionals. Report of a WHO Study Group on Problem-Solving Education for the Health Professions. WHO Technical Report Series 838.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Developed Nations; Developing Nations; *Educational Needs; *Educational Practices; Foreign Countries; *Futures (of Society); Higher Education; *Medical Education; *Policy Formation; Public Policy

This report explores various ways to increase the relevance of education for health care professionals as a strategy for improving the quality of health care and increasing access to services. Noting that the health work force can account for up to 70 percent of the health budget, the report concentrates on innovations in education that can make learning easier and more efficient while also producing graduates equipped with the knowledge and skills most relevant to high priority health problems. Particular attention is given to factors that are known to influence the success of two kinds of innovations: those dealing with the learning process and those dealing with the relevance of education to community needs and practices. The report also challenges educational institutions to expand their sphere of influence to include advice and guidance on the employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, supervision, drafting technology, CADD fundamentals, intermediate CADD, advanced CADD, fundamentals of machine anatomy, computerized numerical control, basic materials science, metal stamping dies, press technology, and sheet metal fabrication. (YLB)

ED 378 332 CE 067 908

Tool & Die Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 102p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Competence; *Competency Based Education; Computer Assisted Design; Computer Literacy; Drafting; Employment Potential; *Engineering Technicians; Equipment Maintenance; High Schools; *Job Skills; Machinery Industry; Machine Tools; *Metal Working; Minimum Competencies; Numeracy; Numerical Control; Patternmaking; Postsecondary Education; Quality Control; Reading Skills; Safety Education; Science Curriculum; Technical Education; *Tech Prep; *Tool and Die Makers; Two Year Colleges; Welding

This document contains 23 units to consider for use in a tech prep competency profile for the occupation of tool and die technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, drafting technology, computer-assisted drafting and design (CADD) fundamentals, equipment maintenance, precision machining, computerized numerical control, basic materials science, welding basics, basic diemaking, basic moldmaking, metal stamping dies, press technology, and sheet metal fabrication. (YLB)

ED 378 333 CE 067 909

Plastics Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 77p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Chemical Engineering; Competence; *Competency Based Education; Computer Literacy;

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Change; Clerical Occupations; *Emerging Occupations; *Employment Level; Employment Patterns; *Employment Qualifications; *Job Development; *Secretaries; Trend Analysis

As many organizations restructure, the role of support staff is also changing. Secretaries are under increased workloads and are assuming duties previously performed by management, such as budgeting, project coordination, and public relations. According to Professional Secretaries International, only 31% of its members bore the title "secretary" in 1993 compared to 46% in 1979. Technology has been a driving force behind many of the changes affecting secretarial/support staff positions. One researcher has concluded that technology is being used merely to automate traditional secretarial tasks rather than to expand secretaries' roles; however, other researchers have found few secretarial/support staff who feel that technology has reduced their opportunities or degraded their positions. Recent technological and organizational changes have, in fact, been credited with helping to increase the prestige and salaries of many support staff. Secretaries are not always compensated or promoted for assuming additional responsibilities, however. The increasing responsibilities being assumed by support staff are necessitating higher education and training, but formal training for technology and managerial/supervisory duties is somewhat lacking. (Included in this trend analysis are an annotated bibliography of 23 print resources and a list of 3 organizations concerned with secretarial occupations and recent developments affecting them.) (MN)

ED 378 352 CE 067 932

Adult Literacy. Indicator of the Month.
PUB DATE- Jan 95
NOTE- 3p.; Extracted from "The Condition of Education, 1994."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Age; Blacks; Comparative Analysis; *Correlation; Demography; *Educational Attainment; Hispanic Americans; Literacy Education; Prose; *Race; *Reading Achievement; Tables (Data); Trend Analysis; Whites

Statistical data gathered by the National Center for Education Statistics were analyzed to identify correlations between race/ethnicity, age, and prose literacy among adults in 1992. According to the analysis, prose literacy was highest among those adults with the highest levels of educational attainment, and adults aged 19-54 had higher average literacy scores than did individuals aged 55 and older. Other key findings of the analysis were as follows: (1) Blacks and Hispanics with high school diplomas or General Educational Development (GED) certificates had literacy levels similar to those of Whites who had completed only 9-12 years of education and who lacked a high school diploma/GED certificate; (2) Hispanics achieved lower scores than Blacks or Whites on the prose, document, and quantitative literacy scales; (3) on the quantitative literacy scale, the difference between blacks and whites (63 points) was larger than that between white high school and college

During the program year, 738 young people participated in the program at 18 sites throughout New York State. Data showed that participants obtained an average posttest reading grade equivalent of 10.2 in comparison to an average pretest reading grade level of 8.2, or a 2.0 grade-level gain. In math, participants achieved an average gain of 1.5 grade levels with an average pretest score at the 7.8 grade level and a posttest grade level of 9.3. In all but two programs, participants demonstrated mastery of all three subtests of the World of Work "work maturity" test. In over half of the STEP programs, 30 percent or more of the participants obtained unsubsidized employment and one-fifth of all participants obtained their general equivalency diploma. The majority of respondents to an employer survey saw an improvement in the participants' work attitude and vocational skills; 85 percent said they would participate again. Over 90 percent of participants said the program helped them develop or improve their career plans. (YLB)

ED 378 370 CE 067 992

Teaching Keyboarding.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Business Education; Computer Oriented Programs; Elementary Secondary Education; Instructional Materials; *Keyboarding (Data Entry); Postsecondary Education; *Program Development; *Program Implementation; Teaching Guides
IDENTIFIERS- Alaska

This manual is intended for use in teaching keyboarding at the elementary, secondary, or postsecondary level. It presents techniques for teaching basic keyboarding skills. The manual is divided into six sections. The first section defines keyboarding, describes who should learn to keyboard, discusses who should teach keyboarding skills, and outlines some basic considerations in organizing keyboarding instruction. The instruction section includes information for teaching basic keyboarding technique. Suggestions and strategies for planning and implementing a keyboarding program are given in the next section. A list of the 24 publications used in developing and updating this document is provided. The glossary defines common keyboarding and computer terms. The resources section identifies 2 resource libraries, 17 texts, 17 software instructional packages for keyboarding-related instruction, and 25 publishers. (YLB)

ED 378 371 CE 067 993

International Consultation Meeting on the Role of Technical and Vocational Education in Educational Systems (Turin, Italy, June 14-18, 1993). Final Report. International Project on Technical and Vocational Education (UNEVOC).
PUB DATE- 30 Sep 93
NOTE- 21p.; For a related report, see CE 067 994.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Economic Development;

questionnaires returned from 42 states (response rate 36.3%), 123 were usable for data analysis purposes. All of the responding teachers taught at the secondary level, and their mean level of T&I teaching experience was 16.9 years. The responses were subjected to a computer statistical analysis. The six highest rated statements (dependability/punctuality, ability to follow directions, pride in workmanship, conscientiousness/honesty, cooperation, safety consciousness) were all affective domain competencies. The highest rated cognitive domain statement was a student's ability to measure, followed by identification of common hand tools. The next highest ranked competency was a TE completer's ability to use common hand tools. Knowledge of economic factors, hydraulics/pneumatics, high-tech applications, and the invention process and ability to perform desktop publishing ranked lowest. The respondents thus ranked traditional competencies higher than more contemporary TE skills/knowledge. (Contains 27 references.) (MN)

ED 378 389 CE 068 046

Rogers, George E.
Vocational Teacher Education Baccalaureate Degree Requirements: A National Survey.
PUB DATE- 10 Dec 94
NOTE- 15p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; *Degree Requirements; Educational Trends; Higher Education; Literature Reviews; National Surveys; *Preservice Teacher Education; School Surveys; Secondary Education; Teacher Competencies; Teacher Education Curriculum; *Trade and Industrial Education; *Trade and Industrial Teachers; Trend Analysis

A study examined trade and industrial (T&I) vocational teacher education baccalaureate degree requirements at colleges and universities across the country. Questionnaires were sent to all 26 institutions listed in the 1992 "Industrial Teacher Education Directory" as offering undergraduate degrees in vocational education, vocational teacher education, or vocational industrial education. Seventeen institutions responded (a 65.4% response rate). Not a single common course was required by all 17 institutions. Only 5 of the 20 courses mentioned on the questionnaire were required by more than 50% of the responding institutions: 14 (82.4%) required a teaching methods course, 13 (76.5%) required a curriculum development course, 11 (64.7%) required a special populations course, 9 (52.9%) required a measurement and evaluation course, and 9 (52.9%) required a laboratory planning and management. A comparison of the identified course offerings and U.S. Department of Education-recommended T&I teacher education competencies revealed that the programs surveyed are failing to address the area of program planning, development, and evaluation. It was recommended that vocational T&I teachers continue to examine closely the full range of courses taken by aspiring T&I teachers to ensure that changing secondary school curriculum needs are being met. (A list of the 17 responding institutions is appended.) (MN)

ED 378 390 CE 068 049

bad news. (MN)

ED 378 407   CE 068 086

Bergman, Terri
Company Training. A Key Strategy for Success. Workforce Brief #2.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jan 95
NOTE- 5p.; Produced by the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Basic Skills; *Corporate Education; *Job Training; *Outcomes of Education; Postsecondary Education; Productivity; Small Businesses; Technical Education; *Training Methods; *Training Objectives
IDENTIFIERS- Workplace Literacy

General research and anecdotal reports have confirmed that both technical and basic skills training offer many benefits to companies of all sizes. Company training can improve employee performance, firm productivity, product quality, and company profitability. Training supports "high-performance" work practices such as the following: total quality management, self-managed work teams, flexible production lines, elimination of quality inspectors, statistical process control, and just-in-time inventory. According to research examining the experience of numerous U.S. companies, training improves employee performance by improving the following: reading, writing, math, communication, and problem-solving skills; motivation; willingness to take responsibility; ability to work independently; ability to work in teams; confidence; company loyalty; self-esteem; and job satisfaction. Combined training and restructuring efforts have been shown to increase firm profitability and thereby boost employee compensation and keep workers employed. Before launching training programs, businesses should take the following steps: assess their current situation; determine whether more comprehensive changes, such as work restructuring, are needed; and ascertain how training would fit in within larger organizational restructuring efforts. Assistance in developing/delivering training can be obtained from many sources, including community colleges, manufacturing extension centers, business/trade associations, unions, and consulting firms. (MN)

ED 378 408   CE 068 089

Quigley, B. Allan
Improving Retention in Adult Basic Education and Recommended Strategies for Effective Instructional and Counseling Interventions and Reasons for Resistance to Attending Adult Basic Literacy. Research in Adult Literacy.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 95
NOTE- 6p.; Condensed from ED 357 196 by Karen Sturm.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Adult Basic Education; *Adult Literacy; Adult Students; Blacks; Counseling Techniques; Educational Attitudes; Educational Strategies; Intervention; *Literacy Education; *School Holding Power; Student Attitudes; *Student Motivation; Student Surveys
IDENTIFIERS- African Americans

PUB DATE- 15 Oct 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Competency Based Education; *Literacy Education; Manufacturing Industry; Outcomes of Education; *Partnerships in Education; Program Effectiveness; *Regional Programs; *School Business Relationship; Tables (Data)
IDENTIFIERS- *Alabama (Southwest); *Workplace Literacy

The Southwest Alabama Cooperative Literacy Project was a workplace literacy program involving the University of South Alabama and seven manufacturing plants in the LeMoyne Industrial Complex in southwestern Alabama. The project's primary objective was to increase job productivity by teaching both conventional and functional literacy skills in reading and mathematics. During the project, 26 employees participated in 1 or more sessions of reading classes, and 35 employees took 1 or more sessions of math classes. Of the 39 participants who completed one or more sessions in reading, math, or both, 27 were black males, 2 were black females, and 10 were white males. All were between the ages of 35 and 60. The participants held diverse positions at their respective plants, such as:--welder, storeroom worker, pulp handler, operator, millwright, loader, and foreman. Fifteen of the 24 participants who completed the reading sessions and 21 of the 27 participants who completed the math sessions scored 80% or higher on their end-of-session competency tests. Follow-up evaluations of the participants' job productivity were slated for the coming months. Information about the project was disseminated through various conferences and publications. (Also included are the project's final performance report and nine tables summarizing the characteristics of participants in the various project classes.) (MN)

ED 378 427 CE 068 151

Martz, Nancy B. Clasby, Miriam
Casco Bay Partnership for Workplace Education. Final Performance Report and Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Jan 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Higher Education; *Independent Study; *Literacy Education; Manufacturing Industry; Outcomes of Education; *Partnerships in Education; Program Effectiveness; Program Implementation; Questionnaires; Records (Forms); School Business Relationship; Student Centered Curriculum; *Teamwork; *Tutorial Programs
IDENTIFIERS- Maine; *Workplace Literacy

This document is comprised of two separate publications relating to the Casco Bay Partnership for Workplace Education; the Final Performance Report and the Final Evaluation Report. The Casco Bay Partnership for Workplace Education, as described in the Final Performance Report, was a collaborative workplace literacy project involving the University of Southern Maine and three area businesses (American Tool, Barber Foods, and Hannaford Brothers). During an 18-month period, 36 tutors

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Educational Needs; Educational Trends; *Futures (of Society); *Needs Assessment; *On the Job Training; Organizational Change; Skill Development; *Training Methods

In the context of today's changing work world, analysis of training needs also must change. This book, designed for people in both industry and education who are directly or indirectly involved in helping people to learn in the workplace, encourages people to look beyond the common checklist approach to training needs analysis, which assumes that organizational life is clearly bounded and fairly static, and to adopt a more imaginative, holistic approach. The book examines changing working patterns and changing relationships between skills, linking these changes to a new approach to analyzing changing needs. The 10 chapters examine the following: patterns of new working practices; skills, knowledge, and abilities; developing a strategy; gathering and analyzing information; taking account of changing work practices; investigating motor skills, perceptual and thinking skills, and knowledge and attitudes; and taking a wide view of learning needs. The book offers a wide range of investigative methods designed to identify learning needs and determine what kinds of support would be appropriate. With each method, examples and case studies showing how it can be applied are provided. In addition, the book contains numerous self-diagnosis sections to encourage readers to relate the ideas and techniques to their own situations. The book contains 7 suggested readings and 31 references. (KC)

ED 378 448 CE 068 239

Washi, Sidiga; Pitamber, Sunita
Overcoming Structural Adjustment Policies in Africa: Strategies for Vocational Education and Training in the Sudan.
PUB DATE- Dec 94
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; *Economic Development; *Educational Needs; Foreign Countries; Job Training; *Labor Force Development; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Sudan

Most developing countries have been debt ridden since the mid-1970s. This continuing debt burden has resulted in increasing prices and inflation, growing unemployment, and daily life difficulties. This problem has been acute for the Sudan. Sudan received help from the International Monetary Fund (IMF) in 1978 and negotiated new credit terms. By 1981, however, Sudan had defaulted on the agreement and its deficit had risen to about $1.3 billion and to $7 billion by 1982. The result of the IMF/World Bank management of the Sudan economy was deepening economic crisis precipitating declining social welfare. Various policies need to be put into place in order to improve the situation. Policies include the following: proper planning for training that is linked to the use of appropriate technology; use of training structures to their maximum capacities; and spreading of vocational training centers in all states. The

Intervention with Adolescents: The Identification of Bulimia Nervosa, and a Possible Treatment Modality.
PUB DATE- 5 Mar 94
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Affective Behavior; Anorexia Nervosa; *Bulimia; Clinical Diagnosis; *Drug Therapy; Eating Disorders; *Etiology; Higher Education; Physiology; Secondary Education; *Therapy; Youth
IDENTIFIERS- *Affective Disorders; Anorexia; Antidepressants; Tricyclic Antidepressants

Bulimia represents a major health problem in the United States, especially in high schools, colleges, and universities. This paper reviews literature on the definition, etiology, and therapeutic approaches for bulimia. The literature points to potential physiological bases for the disorder since some researchers reported similarities between it and the physiological aspects of major affective disorders. Some of this research is supported by the relative efficacy of treatment models for both conditions with include antidepressants, especially the tricyclics. But much of the literature is flawed, with some researchers relying only on self-report data to determine compliance with medication. Improved methodology would allow use of validated paper-and-pencil measures with the examination of the bulimic's blood plasma level of the drug. Research using these techniques plus self-reports, clinical and behavioral observations, and chemical and urine analyses may help determine the efficacy of antidepressant, psychotherapeutic, or behavior management strategies on bulimic behavior. The research surveyed here suggests that when clinicians are either assessing or treating bulimic clients, they should also investigate for any major affective disorder. Once the presence of other mental disorders is detected, clinicians can begin to design more effective treatment modalities for bulimia. Contains 43 references. (RJM)

ED 378 471 CG 025 869

Lewinsohn, Peter; And Others
The Life Attitudes Schedule: A Theoretically Derived Scale To Assess Adolescent Life-Enhancing, Life-Compromising, and Suicidal Behaviors.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; At Risk Persons; *Attitude Measures; Evaluation Methods; High Risk Students; Satisfaction; Secondary Education; Self Injurious Behavior; *Student Attitudes; *Suicide; Well Being

Adolescent engagement in risk-taking and life-compromising behaviors has become a public health concern. This paper describes the development of three alternate forms of a new scale to measure suicidal and risk-taking behavior, the Life Attitudes Schedule (LAS). The LAS, which was developed and piloted on 1,539 high-school students and young adults, is based on a broad conceptualization of suicidal behavior. It is unique because it is derived from a broad theoretical

The first edition of this book was based on research conducted from 1984 to 1986. Twenty-nine couples participated in the study and ten of these couples were involved in a follow-up study conducted in 1987. Between 1990 and 1993 research was conducted on 93 stepfamilies, each with an adolescent stepchild, from across Australia. The final two chapters are based on this research. The aim of the book is to present a positive approach to stepfamilies. The difficulties of living in a stepfamily are outlined and suggestions are provided on how families may tackle these problems. The chapters include: (1) "Understanding Stepfamilies"; (2) "The Couple"; (3) "Relationships with the Children"; (4) "Children and Stepfamilies"; (5) "Ghosts from the Past"; (6) "Developing a Positive Stepfamily"; (7) "The Role of a Stepparent"; and (8) "Understanding Adolescent Stepchildren." (BF)

ED 378 493   CG 025 893

Rich, John Martin; DeVitis, Joseph L.
Theories of Moral Development. Second Edition.
PUB DATE- 94
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Behavior Theories; Cognitive Development; *Developmental Stages; Developmental Tasks; *Ethics; Integrity; *Moral Development; *Moral Values; Personality Development; Social Cognition; Socialization; Social Psychology

The introductory chapter clarifies key terms and lays the background for different theories of moral development. Chapter 2 surveys competing models from various schools of thought on the initial origins of morality in childhood. The works discussed include those of Freud, Jung and Piaget. Chapter 3 includes: Erik H. Erikson's sociocultural synthesis, particularly the concept of identity crisis; Robert J. Havighurst's description of developmental tasks; Martin J. Packer's studies of hermeneutics and moral action; and Martin L. Hoffman's research on empathy and social cognition. Chapter 4 covers the explicit body of data-based research that has focused on knowledge about how higher education affects or does not affect moral development. Chapter 5 presents a panoramic view, drawn from various sources, of lifelong patterns and detours (some presumably invariant, others presumably changeable) that stem from a growing body of research. The final chapter addresses certain issues pertinent to all moral development theories: pluralism and heterogeneity of the field; theory development; determinism and nondeterminism; and morality and immorality. (BF)

ED 378 494   CG 025 894

Chamberlain, Ed
Neglected or Delinquent Program, 1992-1993. Final Evaluation Report. Elementary and Secondary Education Act--Chapter 1.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Delinquent Rehabilitation; *Educational Assessment; Elementary Secondary Education; *Institutional Schools; Language Acquisition; Outcomes of Education; *Program

development of an eating disorder. Twenty-nine resident freshmen females, averaging 18.5 years of age, responded to the survey. Results showed that 76 percent of the respondents had experienced a binge. Their average weight gain over a seven-month period was 4.34 pounds. Fifty-nine percent had changed their eating patterns since moving on campus. Seventy-nine percent gained from 2 to 20 pounds. Supporting the notion that binges are linked to emotion, the feelings respondents described prior to a binge included stress, boredom, and hunger. During a binge they felt relaxed, happy, and bored, while post-binge feelings included anger, depression, and sickness. The high incidence of disordered eating behaviors, distorted attitudes, and poor coping mechanisms, underline the importance of educating students about healthy eating. (RJM)

ED 378 513 CG 025 916

Jones, Russell W.; And Others
Ratio of Female:Male Characters and Stereotyping in Educational Programming.
PUB DATE- 14 Aug 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Characterization; Children; *Childrens Television; Content Analysis; *Educational Television; Elementary Education; Females; Males; *Role Perception; *Sex Bias; Sex Role; *Sex Stereotypes; Sexual Identity; Television Research
IDENTIFIERS- Childrens Television Workshop NY; *Sesame Street

Television programming has long been recognized as an effective method of educating children. This paper investigated the degree of exposure an educational children's program, Sesame Street, gave to female and male characters and the extent to which these characters were stereotypically portrayed. Children's Television Workshop produces 110 episodes of Sesame Street each year. A random sample of 15 episodes was selected from the pool of episodes aired between November 1992 and May 1993. Teams of observers viewed each episode and recorded the number of characters appearing within each segment. For each character, they recorded gender, whether the character played a primary or secondary role, the presence of stereotypical attributes, and the character's portrayal in a stereotypical role. Results revealed that male characters appeared twice as often as female characters. Furthermore, there was a significantly greater tendency for males to appear in primary roles. Across both genders stereotypical attributes were portrayed five times more frequently than non-stereotypical attributes. The total number of characters portrayed in stereotypical roles was 10 times greater than characters portrayed in non-stereotypical roles. Such stereotypic gender roles may place unnecessary restrictions on a child's ability to investigate and absorb what the world has to offer. Six tables provide statistical summaries. Contains 37 references. (RJM)

ED 378 514 CG 025 917

Geen, Russell G.
Human Aggression: Current Theories and Research.
PUB DATE- 12 Aug 94

activities, or teacher-directed or student-directed activities. (RS)

ED 378 535 CS 011 954

McCabe, Don
The SQ3R Reading Formula Really Works. AVKO "Great Idea" Reprint Series No. 626.
PUB DATE- 82
NOTE- 11p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; *Learning Strategies; Notetaking; *Study Guides; Study Habits; *Study Skills
IDENTIFIERS- *SQ3R Study Formula

Students who honestly try the SQ3R (Survey, Question, Read, Review, Recite) approach to studying almost universally find it successful. Students should first set a time and a place for their study. When reading a chapter, students should: (1) survey chapter titles, headings, illustrations, etc.; (2) figure out what the chapter is really concerned with and what the teacher will expect them to know; (3) read the chapter; (4) recall other related items as they read and anticipate what will come next; and (5) recite to themselves what they think the author is trying to get at. Using a divided page technique for taking notes can also help retain essential information. (RS)

ED 378 536 CS 011 955

McCabe, Don
Underlining (or Highlighting): Cuing the Computer Brain. AVKO "Great Idea" Reprint Series No. 628.
PUB DATE- 82
NOTE- 11p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Readability; Reading Material Selection; *Reading Strategies; *Study Skills; Vocabulary Development; Word Recognition
IDENTIFIERS- *Highlighting (Text); *Underlining

Letting students as they read underline or highlight words they do not know allows teachers to find out the words their students do not know. This procedure also leaves a record of all the once unknown words for students to re-read later. It is an added advantage for teachers that it allows them to see how far into a book students have read, and whether the book is either too easy or too hard. The real reason for having students underline or highlight words is to help them discover that they can learn words by themselves if they alert their "computer" brains that there is something that needs to be learned. Underlining or highlighting cues the computer brain that the word is a problem for the brain to solve. Underlining or highlighting is an active process that can help make reading an active rather than a passive process. (RS)

ED 378 537 CS 011 956

PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; Cultural Context; *Family Environment; *Literacy; Longitudinal Studies; *Preschool Children; Preschool Education; Public Schools; Reading Research; *Socioeconomic Status; Urban Education
IDENTIFIERS- *Emergent Literacy; Literacy as a Social Process; Maryland (Baltimore)

This report presents the first phase of an ongoing longitudinal study that explores the contexts in which children of various sociocultural groups experience literacy as they make the transition to formal schooling. Participants were the caregivers of pre-kindergarten children attending Baltimore public schools that served neighborhoods varying in income level and ethnicity. Parents' spontaneous reports of children's everyday activities were collected over a one-week period. Parents were later questioned about children's participation in selected activities. The goal was to document the home experiences through which early literacy is nurtured and to explore the cultural themes informing the literate activities in the home. Families in all socio-cultural groups reported that their children had frequent opportunities to engage in activities with the potential to foster development in several domains conducive to literacy: orientation toward print (e.g., storybook reading), phonological awareness (e.g., singing), knowledge of the world (e.g., television viewing), and narrative competence (e.g., mealtime conversation). Middle-income families showed greater endorsement of literacy as a source of entertainment. Lower-income families, in contrast, gave more attention to literacy as a skill to be deliberately cultivated. (Contains 63 references and 6 tables of data. The recording form for the second visit with the family, and the coding scheme for print-related experiences reported in the diaries are attached.) (Author/RS)

ED 378 557 CS 011 977

Baumann, James F.; Heubach, Kathleen M.
Do Basal Readers Deskill Teachers? Reading Research Report No. 26.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Elementary Education; *Material Development; Reading Research; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- *Deskilling; Teacher Empowerment; Teacher Surveys; Teaching Research

A study evaluated the assertion that basal reading programs limit or control teachers' instructional decision making through a process referred to as "deskilling" by surveying elementary educators regarding their use of and opinions about basal reading programs. Responses from 553 of 1,000 randomly sampled International Reading Association members on descriptive, Likert, and open-ended items revealed little, if any, evidence of teacher deskilling. Rather, results indicated that most teachers: (1) are discriminating consumers in charge of their curricular and instructional decision making; (2) view basal writing forces students to switch from a passive listening mode to one in which they must create and explore their own beliefs. At the end of class students can use journals to reflect on what they have learned. (Contains a strategy list of 35 dimensions of critical thought; also contains 15 references.) (TB)

ED 378 576 CS 214 690

Smith, Dean R.
The Responses of Gay and Straight Readers to YA Novels about Homosexuality.
PUB DATE- Nov 94
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, F[illegible] November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescent Literature; Adolescents; English Instruction; Homophobia; *Homosexuality; *Multicultural Education, Secondary Education; Social Attitudes; Social Problems; Student Surveys
IDENTIFIERS- *Homosexual Literature

If the basic idea behind multicultural education is to teach students to understand, appreciate, and accept people who are different, then educators may need to broaden the scope of who is included as a minority. They may need to include discussions about sexual orientation. A study involving seven female and four male adolescents--five of whom were gay--attempted to determine the extent to which the reading and discussion of young adult literature about homosexuality affects attitudes about sexual orientation. All 11 participants completed an entrance survey that asked questions pertaining to their feelings about homosexuality; then, they each read and responded to two young adult books about homosexuality; finally they met for a 90-minute discussion that was taped. Results showed that reading and discussing literature serves as a catalyst to changing attitudes both for homosexual and heterosexual students. One heterosexual writes of a character from "Reflections of a Rock Lobster, "I think that Aaron's experience brought to light something I previously refused to believe --that I did have prejudices that were strong. However, I used to only think of prejudices as color and culture differences." Finally, discussion of issues related to homosexuality revealed a flaw in the study itself. It is difficult for students to ask sincere, probing questions about personal matters in a group setting. (Contains 11 references and a student survey on homosexuality.) (TB)

ED 378 577 CS 214 691

Monahan, Brian D.
The Internet in English Language Arts.
PUB DATE- Nov 94
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

A project in a second and third grade classroom resulted in a classroom newsletter designed and written by regular and special education students to provide the school and parents with information regarding activities in their classroom and school. Students were provided with an authentic opportunity to express their ideas and feelings about school and life, using a process approach to writing. Key components in the writing processes students use to write the newsletter are brainstorming, writing the first draft, peer revising, revising and editing conference, and publishing. The project is flexible enough to meet the needs of teachers, whatever the educational level. A two-hour period was sufficient for the second and third graders in the original project. The cost of the project depends on the computer equipment, software, and paper supplies available. (RS)

ED 378 596 CS 214 719

Evans, John Frank; Pritchard, Ruie Jane
A Computer-Assisted Pedagogical Model for Transacting with Literature. NCTE Concept Paper No. 13.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; College English; *Computer Assisted Instruction; *English Instruction; Higher Education; Models; *Reader Response; Student Reaction
IDENTIFIERS- Literary Theory; *Response to Literature; *Transactional Theory

The study reported in this paper argues for a process model of postsecondary instruction where reader-response literary theory in general, and L. Rosenblatt's transactional theory specifically, provides a theoretical framework for strategies which use computers to teach postsecondary English. The paper begins with an examination of the historical and theoretical basis of the relationship among various literary theories. The transactional computer-assisted model proposed in the paper reconciles approaches for teaching literature and teaching composition, while addressing questions about the roles of literary theory and computer technology in postsecondary classrooms. The defining characteristics of the model in the paper are that it is computer facilitated, process oriented, student centered, recursive, democratic, generative, and adaptable. The paper suggests strategies and experiences which allow students to consider a text as they might consider the world. The paper reports an application of the model in a computer-assisted postsecondary classroom and includes example lessons and student responses. Those who design postsecondary curricula, particularly those who teach postsecondary English, will find the model useful and timely, especially if they have a computer-assisted composition program in place. Contains 58 references and 14 figures illustrating sample computer screens and student responses. (RS)

ED 378 597 CS 214 723

Herrin, Roberta T., Ed.; Davis, Sarah K., Ed.
Journey through Fantasy Literature: A Resource Guide for Teachers. Volume I.
SPONS. AGENCY- National Endowment for the Humanities (NFAH),

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Higher Education; *Humor; Persuasive Discourse; Public Speaking; Speech Communication
IDENTIFIERS- Debate Delivery; *Debate Strategies; *Rudeness

The presentation strategies used in debates are as often a factor in the outcome as the content. Rudeness and humor are important considerations in examining the effect of various delivery styles at either the National Debate Tournament (NDT) or the Cross Examination Debate Association (CEDA) debate. J. H. Howe has elaborated on some of the reasons that humor has not been used much in debates: (1) the NDT tradition has highly emphasized the used of evidence; and (2) debaters perceive an inadequacy in the use of humor. Howe best summarized his feelings on the issue of humor in 1981: "Above all, what the author believes to be an essential aspect of audience debating is the use of humor. As a factor of attention, humor has few equals." Other research suggests that humor should be personalized to the situation and should be used in situations where a debater can boost his or her credibility. Also, debaters should avoid humor that employs the "ad hominem" attack. Most critics would consider personal attacks as rude behavior. V. Patterson and D. Zarefsky contend that when faced with a less skilled opponent debaters should avoid being rude or arrogant. Also, M. Pfau, D. Thomas and W. Ulrich argue that sarcastic or overbearing treatment of an opponent is inappropriate conduct as far as most judges are concerned. Displaying a humane side is a more appropriate style. (Contains 15 references.) (TB)

ED 378 615 CS 508 789

Markham, Reed
Television: A Communication Tool To Help Your Children.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Emotional Response; *Parent Role; Primary Education; *Television; *Television Viewing; Violence; Young Children
IDENTIFIERS- *Television Literacy

Television has a pervasive presence in our lives and connects us to a larger world. Children spend more time watching television than any other activity (except sleeping). According to Bernard Percy, television can have a positive effect on children: it can build vocabulary, stimulate interests and motivate actions. Parents should consider doing some of the following: support successful educational programming in their child's school; encourage their child to watch imaginative programming; help their child be an active television viewer. After watching a program, they should discuss with their child what they liked to disliked about the show. They should discuss issues and ideas related to the program. On the other hand, television viewing can be quite damaging to children. The American Academy of Pediatrics says that "protracted television viewing is one cause of violent or aggressive behavior." Parents can limit the negative effects of television by setting a strong example for their children by choosing responsible programming. Also, library, the effectiveness of principals and effectiveness indicators, cooperative learning, and school facility evaluations. Also included are two reviews of John Goodlad's book, "Teachers for Our Nation's Schools." The winter 1991-92 issue is devoted to cooperative learning, including articles on the accommodation of mainstreamed learners within cooperative groups, administrative support, teacher strategies, coaching, and three exemplary lessons using cooperative learning techniques. The book, "What's Worth Fighting For? Working Together for Your School," by Michael G. Fullan and Andy Hargreaves is reviewed. The spring 1992 issue contains five research articles and one essay on administrators' perceptions of priorities for dealing with dropouts, implementation of school-based management, principal communication during performance evaluations, charismatic leadership, school-community relations and John Dewey, and school reform. The fall 1992 issue concludes five research articles and two essays on Total Quality Management, teachers and instructional improvement, moral decision making, the student teacher effect on elementary school class achievement, superintendent mobility, self-evaluation, and the role of technology in curriculum reform. Two reviews of Howard Gardner's book, "The Unschooled Mind: How Children Think and How Schools Should Teach," are also included. The winter 1992-93 issue contains six research articles on administrators' perceptions regarding the implementation of the "Education for All Handicapped Children's Act," collaboration, i.e., between universities and schools, the role of school board policy as a control mechanism in curriculum challenges, administrator values, the languages of leadership, and the role of values education/civic education in Indonesia. (LMI)

ED 378 634 EA 025 730

English, Fenwick W.
Biography as a Focus for Teaching Leadership.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Autobiographies; *Biographies; Case Studies; *Curriculum Development; Diaries; *Educational Administration; Higher Education; Instructional Materials; Leadership; *Leadership Training; Personal Narratives

Despite a long history in the arts and humanities as curricular mainstays and a continuing presence as sociocultural mythological anchors, biographies and other forms of life writing have been neglected as sources for teaching educational leadership. Besides biographies, these include autobiographies, portraits, profiles, case studies, memoirs, diaries, and journals. This paper examines the reasons for their underutilization and discusses emerging perspectives that foster a reexamination of the efficacy of life-writing materials as teaching tools for professors. It also comments on some of the exemplars of life writing and discusses the advantages to be gained from an expanded application in educational leadership curricula and pedagogy. For example, biography teaches context and helps establish and define the meaning (hermeneutics) of leadership; restores the human variable to the study of organizations; and is an excellent way to teach about moral

Tools for Achieving TQE.
PUB DATE- 94
NOTE- 160p.; Volume 10 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brainstorming; Diagrams; *Educational Planning; Elementary Secondary Education; Flowcharts; Group Discussion; Models; Nominal Group Technique; *Organizational Effectiveness; Organizational Objectives; *Participative Decision Making; *Problem Solving; Strategic Planning; *Total Quality Management; Troubleshooting
IDENTIFIERS- *Total Quality Education

This book presents a wide array of sophisticated problem-solving tools and shows how to use them in a humanizing way that involves all stakeholders in the process. Chapter 1 develops the rationale for educational stakeholders to consider quality tools. Chapter 2 highlights three quality group-process tools--brainstorming, the nominal group technique, and the focus group. The third chapter discusses the seven basic quality tools, often referred to as statistical process control (SPC) quality tools: histograms, pareto charts, scatter diagrams, run charts, control charts, cause-and-effect diagrams, and flowcharts. Chapter 4 introduces seven additional quality tools that move cross-functional groups into the beginning stages of planning and management--affinity diagrams, tree diagrams, matrices, interrelationship diagraphs, radar diagrams, force-field analysis, and benchmarking. Action planning, activity networks, the Plan-Do-Check-Act (PDCA) cycle, and Hoshin planning are integrative quality tools presented in the fifth chapter. The final chapter offers suggestions and reasons for getting started. Key terms and concepts are defined at the end of each chapter. Seventy figures are included. (LMI)

ED 378 652 EA 026 411

Scheetz, Mary; Benson, Tracy
Structuring Schools for Success: A View from the Inside.
PUB DATE- 94
NOTE- 110p.; Volume 11 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Environment; Educational Innovation; *Educational Quality; Elementary Secondary Education; Organizational Climate; *Organizational Development; *Organizational Effectiveness; Program Implementation; *Total Quality Management
IDENTIFIERS- *Total Quality Education

This book provides the steps, methods, and strategies that a team of professional educators successfully used in one school to develop Total Quality Education (TQE). As the final volume in based educational system, but often are wary of confronting well-orchestrated special interest groups who oppose the change. This paper provides a basis for dialogue on both the promise of outcome-based education (OBE) and the challenge it presents to educational leaders. It argues that the success of OBE depends on enlightened leadership and that administrator-education programs play a critical role in preparing administrators for the transition process. The paper provides a brief background of the OBE movement and identifies concerns raised by opponents. It then describes the conditions essential to the implementation of OBE: (1) trust; (2) the concept of education as a journey; (3) continuous and benchmark assessment; (4) student readiness; (5) an engaging learning environment; (6) family involvement; (7) qualified teachers; (8) state-of-the-art facilities; (9) community partnerships; and (10) shared school governance. Contains 14 references. (LMI)

ED 378 671 EA 026 432

KERA Updates: Watch for...
PUB DATE- Sep 94
NOTE- 43p.; For the 1991 report, see ED 342 058.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; *Educational Improvement; Educational Technology; Elementary Secondary Education; Excellence in Education; Family School Relationship; Governance; High Risk Students; Professional Development; School Based Management; School Restructuring; *State Action; *State Legislation; *State Programs; State Standards; Vocational Education
IDENTIFIERS- *Kentucky

This document provides updates on programs instigated by the Kentucky Education Reform Act of 1990. Individual sections present information on the following areas of educational improvement in the state: student performance assessment and accountability, early childhood programs, extended school services, primary school, professional development, school-based decision making, Family Resource/Youth Services Centers, the Educational Professional Standards Board, technology and education, governance, secondary vocational education, Support Education Excellence in Kentucky (SEEK), provisions for minority and at-risk students, and high school restructuring. Each section describes the basics of the law, developments for 1994-95, expected developments for the next several years, and what citizens and parents can do to help. Contact sources are provided. (LMI)

ED 378 672 EA 026 433

Sharp, William L.; Lair, Wiliferd R.
An Early Warning System for Schools: An Examination of Illinois' Financial Watch List.
PUB DATE- Mar 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Education Finance Association (Nashville, TN, March 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary

Lampe); and (7) "Michigan's Experience with Linking Education Reform with School Finance" (Al Short). The fourth part contains three articles that address issues related to charters and vouchers: (8) "Choice, Vouchers, and Charter Schools: An Overview" (Louann Bierlein); (9) "Vouchers: A Serious Threat to Public Education" (Bill Comer); and (10) "Charter Schools: Time for a Change?" (Larry Wicks). The final article, by Gary Watts, is entitled, "Defining the Future of Public Education." (LMI)

ED 378 692 EA 026 461

Tax Options for States Needing More School Revenue.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Educational Economics; *Educational Finance; Elementary Secondary Education; Financial Exigency; *Income; Local Government; *Property Taxes; State Aid; *Tax Allocation; *Tax Effort; Tax Rates

Fiscal stress has plagued state and local governments in the first part of the 1990s, and difficulties in balancing budgets and obtaining revenue for needed public services are likely to continue. This document examines the leading alternatives for increasing state and local tax revenue, pointing out that the best options vary from state to state. It is concluded that the state government should play a major role in funding schools, but a strong case can also be made for relying on local school districts to raise a significant portion of their own revenues. The personal income tax has become more prominent in state tax systems; however, the property tax is still the primary source of local school revenue. Taxes differ in their growth potential, fairness, economic effects, stability, ease of administration, political salability, and exportability. Nine options for increasing state tax revenues are identified. The real root of financial inequality among districts is the reliance on local revenue, not the property tax itself. Suggestions for when and how to raise taxes, which is not always a political liability, are offered. State and local tax systems vary greatly. The benefits of earmarking taxes and lotteries for education are often exaggerated. The most attractive revenue opportunities for each state are concentrated in the three major taxes--personal income, sales, and property. Ten tables, one figure, and a glossary are included. (LMI)

ED 378 693 EA 026 462

The School Site: Land for Learning. Revised.
PUB DATE- Oct 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Building Plans; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Land Use; Playgrounds; Recreational Facilities; School Construction; *Site Analysis; *Site Development; Space Utilization; Statewide Planning
IDENTIFIERS- *North Carolina

Pilot Sites. Funding was provided for activities related to planning and becoming more inclusive. Visits and interviews at the sites led to conclusions about positive elements to include in planning, from the perspectives of teachers, administrators, parents, and student participants. The interviews addressed: proportions of students with disabilities, mission statement for the school, faculty participation in the planning project, professional development experiences, collaboration and teaming, special education teacher's schedule for collaboration, team communication, homeroom assignments for students, opportunities for student-student interactions, extracurricular participation, and social networks. The schools involved found that the decision to initiate change, and subsequent decisions about how to create it, must come from the local building level. Individuals must feel that they have power to determine changes which will impact their classrooms. Time must be taken to engage in essential planning--to get ideas flowing, allow for false leads, and try again. Two "prized" activities in the planning process were visitations to existing inclusive schools and time for local planning team meetings. A copy of the interview guide is appended. (Contains 21 references.) (JDD)

ED 378 711 EC 303 607

Ahearn, Eileen M.
Discipline and Students with Disabilities: An Analysis of State Policies. Final Report. Project FORUM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 28 Sep 94
NOTE- 26p.; For related documents, see EC 303 608-609.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Court Litigation; Definitions; *Disabilities; *Discipline; *Discipline Policy; Elementary Secondary Education; Expulsion; Federal Legislation; Federal Regulation; Individualized Education Programs; Referral; *State Legislation; State Standards; Student Rights; Suspension; Violence

This report reviews current state policy and practices in the disciplining of students with disabilities, as they are expressed in state documents including statutes, regulations, and other types of written records. Federal law, regulations, and case law are summarized in the report's introduction and background. Findings are presented in terms of an overview of the state documentation as well as specific components of state discipline policy. Issues discussed include definitions, the evaluation team and the Individualized Education Program, referral for evaluation concerning suspected disabilities during disciplinary action, consecutive versus cumulative days, in-school suspension and transportation, continuation of education after suspension and expulsion, violence and weapons, and some unique state provisions. The report concludes that the success of the reform effort to raise the standard of American education depends on eliminating the perception that students with disabilities are exempt from school discipline rules and on development of a clear understanding of the need for protecting their rights. The report does not contain a compilation of all state-level legal provisions, nor is it intended to be a source of any state's complete policy on this topic. An appendix lists source documents reviewed. (Contains 25 references.) (JDD) and (8) characteristics of effective team members. Contains 19 references. (DB)

ED 378 731 EC 303 628

Hartz, Richard L.
A Guided Introduction to the Employment Provisions of the Americans with Disabilities Act.
PUB DATE- Oct 93
NOTE- 12p.; The article is an edited version of a paper presented at the National Center for the Study of Collective Bargaining in Higher Education and the Professions Annual Conference (April 19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Civil Rights Legislation; *Compliance (Legal); *Disabilities; Employers; Employment Opportunities; *Equal Opportunities (Jobs); Federal Legislation; *Labor Legislation; *Legal Responsibility; Policy Formation; Public Policy
IDENTIFIERS- *Americans with Disabilities Act 1990

This newsletter theme issue outlines the intentions, concepts, and structures of the Americans with Disabilities Act (ADA) as it relates to employment. The article simplifies the provisions of Title I into the following statement: "If, despite my disability and despite some cost to be borne by my employer, I can perform the basic functions of the job I have or want, my disability is an unlawful reason for my employer to deny it to me or treat me differently from other, nondisabled employees." The particular provisions of the law are then outlined, including effective dates, covered employers, protected individuals, covered physical or mental impairments, when protections apply, essential functions of a job, reasonable accommodation, exclusion for illegal use of drugs, prohibited conduct, pre-employment inquiries and medical exams, qualification standards, and enforcement and penalties. Employers are encouraged to view their ADA responsibilities not as legal limitations but as a challenge to deal with individuals with disabilities on their own terms in the workforce and the workplace as never before. (JDD)

ED 378 732 EC 303 629

Blanck, Peter David
Communicating the Americans with Disabilities Act. Transcending Compliance: A Case Report on Sears, Roebuck and Co.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Civil Rights Legislation; Communication (Thought Transfer); *Compliance (Legal); *Disabilities; Employment Opportunities; *Employment Practices; Information Technology; *Labor Legislation; Normalization (Disabilities); Personnel Management; Program Development; *Retailing
IDENTIFIERS- *Americans with Disabilities Act 1990; *Sears Roebuck and Company

This report examines the employment practices of Sears, Roebuck and Company, before and after the implementation of the Americans with Disabilities Act (ADA). By studying the corporate behavior of Sears, which employs an estimated 20,000 students with this disability by providing services directly, by contracting for services, or by delegating responsibility to local education agencies. To meet legal requirements, schools must identify and provide services for eligible children, educate children with ADHD along with nondisabled children to the extent possible, eliminate practices and policies that allow disabled children to be suspended or expelled for more than 10 days for behavior associated with their disability, and follow procedural safeguards outlined in IDEA. Because state education agencies are responsible for school oversight, a state's education policymakers have a clear mandate to formulate policy and develop a state plan for educating disabled students. To prevent school failure for children with ADHD and unnecessary lawsuits, they must be sure the policy and plan are known and implemented in the state's schools. Questions that policymakers need to ask about providing services to students with ADHD are listed. Efforts in Kentucky, Tennessee, Virginia, and West Virginia to train regular education teachers to educate children with ADHD are described. (Contains 15 references.) (JDD)

ED 378 751 EC 303 649

DuBois, Phyllis; Weisgerber, Robert
Find Your Future: A Career-Planning Guide in Science, Mathematics, and Engineering for Precollege Students with Disabilities and the Adults Who Work with Them. Second Edition.
SPONS. AGENCY- National Science Foundation, Washington, DC. Directorate for Education and Human Resources.
PUB DATE- 94
NOTE- 44p.; For a related document, see EC 303 650. A product of the Project on Science, Technology and Disability. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Exploration; *College Bound Students; College Choice; College Preparation; *Disabilities; *Engineering Education; Higher Education; High Schools; High School Students; *Mathematics Education; *Science Education; Self Evaluation (Individuals); Student Motivation

This career planning guide is intended for precollege students with disabilities who desire careers in science, mathematics, or engineering. The booklet reflects the experiences and advice of 286 individuals with disabilities who are in these careers or preparing for them. The first section summarizes the advantages of a career in these fields, such as earning a good salary and contributing to society. The second section helps students evaluate themselves through considering what interests them, who they admire, what they read, and what they do for fun. Next, suggestions are offered for seizing opportunities toward the student's career goals, including finding out about summer programs, joining a school club, and finding a mentor. The following section asks students to evaluate whether they have the personal qualities, such as determination and self esteem, to be a successful scientist. Keys to success identified by scientists include asking for help when needed, asking teachers to teach to one's strengths, pushing oneself to the limit, trying new things, and seeing disability as the mother of invention. The final section gives specific tips on getting started, emphasizing guidelines for choosing a college.

ED 378 769 EC 303 668

Goals 2000: Impacting Students with Disabilities Policy Forum Report. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 17 Jan 95
NOTE- 59p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Change Strategies; *Disabilities; Educational Change; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Instructional Improvement; Leadership; *Long Range Planning; Meetings; Technical Assistance
IDENTIFIERS- *Goals 2000; Office of Special Education Programs; Reform Efforts

This document reports on the design, purpose, implementation, and outcomes of an October 1994 policy forum on the impact of the Goals 2000 program on students with disabilities. Conclusions and recommendations of the forum identified 31 critical activities grouped into six major strategies to ensure the inclusion of students with disabilities in Goals 2000 initiatives. These strategies are: (1) define and implement accountability; (2) improve teaching and learning; (3) use Goals 2000 as the umbrella for reform; (4) build local trust, involvement, and commitment; (5) build leadership; and (6) offer unified, integrated technical assistance. In addition, 17 barriers were identified and grouped into the following key obstacles: a rigid, traditional special education paradigm; fear and mistrust among stakeholders; unresolved tension between excellence and equity; pervasive public distrust/discounting of public education; legacy of fragmented, additive reform efforts; complacency/caution about need for change; and disconnected, outdated personnel systems. The group also related identified issues to existing and future projects of the Office of Special Education Programs (OSEP). Appendices include a list of participants, the forum agenda, abstracts of participating OSEP-funded projects, and draft guidance for Goals 2000 comprehensive plan review. (DB)

ED 378 770 EC 303 669

Moore, Gary T.; And Others
Children's Village: A Safe Haven for Children of Stress and Violence. Revised.
PUB DATE- 18 Aug 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Elementary Secondary Education; *Emotional Disturbances; *Facility Planning; Housing; Institutional Administration; *Long Range Planning; *Master Plans; Program Descriptions; Program Evaluation; *Residential Programs; Residential Schools; *Severe Disabilities; Therapeutic Environment
IDENTIFIERS- *Childrens Villages

This paper summarizes a project which assessed and evaluated three alternative master planning alternatives and a final master plan for Children's Village, a residential center for development of health policy and services and provides examples of innovative approaches. The report is organized in five main sections that cover the following topics: (1) the need for a fresh look at the education of health professionals, (2) learning from innovations in the education of health professionals; (3) creating links with new partners in the community; (4) strategies for change applied to health systems and to educational institutions; and (5) organizational and practical issues. Recommendations are made to educational institutions, member nations of the World Health Organization (WHO), and to WHO as an organization. Contains 24 references and 10 suggestions for further reading. (KC)

ED 378 315   CE 067 590

Mackin, Kathleen J.
Resources for Adult and Family Literacy.
PUB DATE- 13 Jan 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Annotated Bibliographies; Clearinghouses; Early Childhood Education; *Family Programs; Guides; Instructional Materials; *Intergenerational Programs; *Literacy Education; Nonprofit Organizations; Research Reports; *Resource Materials
IDENTIFIERS- *Family Literacy

This document contains an annotated list of 95 resources about and/or for use in adult and family literacy programs. The list includes a wide variety of publications, including background reading materials, parent and teacher guides, program descriptions, reports of research projects, discussions/analysis of government policy, assessment guides/instruments, workshop materials, instructional materials, supplementary resource materials intended for classroom use, and annotated bibliographies. Also included are a list of 6 periodical publications of interest to planners/providers of adult and/or family literacy programs and a list of 10 nonprofit organizations concerned with family and adult literacy. (MN)

ED 378 316   CE 067 837

Duff, Juanita
Does On-the-Job Training Improve an Employee's Job Performance?
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Attitudes; Education Work Relationship; *Employee Attitudes; *Job Performance; Maintenance; *Occupational Safety and Health; *On the Job Training; Questionnaires; Skilled Occupations

A study examined the link between on-the-job training (OJT) and job performance in a randomly selected sample of 50 skilled maintenance craftpersons employed by the city of Chicago. The sample was identified from the training sheets signed by 160 employees who participated in OJT in a 1-month period. The majority of the employees agreed with current trends and ideas found in research concerning OJT. Employees overwhelmingly agreed that the subject matter of their OJT program was logically organized and that the instructor presented the

Employment Potential; *Engineering Technicians; High Schools; *Job Skills; Minimum Competencies; Numeracy; Patternmaking; *Plastics; *Polymers; Postsecondary Education; Quality Control; Reading Skills; Safety Education; Science Curriculum; Technical Education; *Tech Prep; Two Year Colleges

This document contains 16 units to consider for use in a tech prep competency profile for the occupation of plastics technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, hydraulics and pneumatics, basic moldmaking, polymer technology, polymeric testing, and polymer extrusion and molding. (YLB)

ED 378 334 CE 067 910

Quality Control Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 87p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Competence; *Competency Based Education; Computer Assisted Design; Computer Literacy; Drafting; Employment Potential; *Engineering Technicians; Equipment Maintenance; High Schools; *Job Skills; Minimum Competencies; Numeracy; Polymers; Postsecondary Education; *Quality Control; Reading Skills; Safety Education; Science Curriculum; Technical Education; *Tech Prep; Troubleshooting; Two Year Colleges; Welding

This document contains 18 units to consider for use in a tech prep competency profile for the occupation of quality control technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, troubleshooting and repair, drafting technology, computer-assisted drafting and design (CADD) fundamentals, equipment maintenance, basic materials science, welding basics, and polymeric testing. (YLB)

ED 378 335 CE 067 911

graduates (50 points); and (4) more than one-fifth of adults scored at the lowest level on the prose literacy scale, which means that they were unable to match/integrate multiple pieces of information when irrelevant (distracting) information was present or when background knowledge/inference drawing was required. (MN)

ED 378 353 CE 067 935

Hatcher, Tim
Why Motivation Is Important in Safety Training.
PUB DATE- 19 Jan 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Attitude Change; Behavior Modification; Change Strategies; Educational Strategies; *Learning Motivation; *Motivation Techniques; *Occupational Safety and Health; *Safety Education; Theory Practice Relationship; *Training Methods; *Vocational Education; Work Attitudes

The changing face of the workplace and composition of the work force have necessitated new approaches to workplace safety that focus on motivating trainees to learn and practice safe workplace behaviors. Unfortunately, most knowledge regarding work motivation is theoretical and not directly usable by safety training professionals. The notions of intrinsic and extrinsic motivation can help safety training professionals understand industrial/corporate problems such as the decline in the work ethic and can help them prepare workers for future workplaces, which are anticipated to include more teamwork and less supervision. Research on intrinsic motivation has established the effectiveness of using goals, incentives, and feedback as reinforcers of intrinsic motivation. Research has also shown that intrinsic motivation is increased through both physiological and psychological design/redesign of jobs to include motivators. Among the various intrinsic characteristics attributed to the job that have been developed and that should be considered when safety training is an issue are the following: achievement, activity, authority, creativity, importance, independence, interest, knowledge of results, personal growth and development, promotion opportunity, recognition, responsibility, service to others, utilization, and variety. (Contains 11 references.) (MN)

ED 378 354 CE 067 945

Brook, Les, Ed.
Serving Communities.
PUB DATE- 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Access to Education; *Adult Education; Adult Learning; Adult Literacy; Adult Programs; Community Colleges; Community Development; *Community Education; *Delivery Systems; Economic Development; *Educational Needs; Educational Objectives; Educational Practices; *Education Work Relationship; Financial Support; Foreign Countries; Job Training; Literacy Education; Older Adults; Open Universities;

Educational Change; *Education Work Relationship; Foreign Countries; Labor Demands; *Labor Force Development; Labor Market; Postsecondary Education; *Role of Education; School Business Relationship; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- Australia; Egypt; Germany; Italy; Kenya; Nigeria; South Korea

An international consultation meeting was organized to identify major issues and priorities in the formulation of technical and vocational education (TVE) policies and strategies and to propose guidelines and format of future regional case studies. Participants submitted country reports focusing on issues considered essential to the development of TVE in their countries: Australia, Egypt, Germany, Italy, the Republic of Korea, Kenya, and Nigeria. These reports identified such issues as the following: the role of general education in providing the foundation for a multi-skilled, flexible, and adaptable work force; adapting education to the production needs of the economy; a too-academically oriented educational system; inadequate technical curricula; shortage of qualified technical teachers and workshops; training for entrepreneurship; and lack of funds for purchasing effective teaching/learning materials. These issues pertaining to the role of TVE in the educational system and the process of socioeconomic development were discussed: linkage between TVE and the world of work; TVE as integral element of general education and a lifelong process; making TVE more attractive; inculcation of entrepreneurial skills; efforts to improve the participation of women and other special groups in TVE; teacher training; and the economics of TVE. A format for case studies was developed, and issues that should be included were recommended. (A list of participants is appended.) (YLB)

ED 378 372 CE 067 994

International Workshop on Curriculum Development in Technical and Vocational Education (Turin, Italy, August 30-September 3, 1993). Final Report. International Project on Technical and Vocational Education (UNEVOC).
PUB DATE- 3 Sep 93
NOTE- 26p.; For a related report, see CE 067 993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Developed Nations; Developing Nations; Economic Development; *Educational Quality; Foreign Countries; Futures (of Society); Models; Postsecondary Education; Secondary Education; Student Attitudes; Technical Education; Technological Advancement; *Vocational Education
IDENTIFIERS- Czech Republic; Denmark; Germany; Greece; Japan; Mexico; Tanzania; Uganda

This publication reports on a workshop to review and analyze existing practices in the design, implementation, and evaluation of curriculum in technical and vocational education (TVE). In the main working document, "Curriculum Development in TVE" (Tom Saluja), are the following: definition of curriculum development; description of how to measure the effectiveness of curriculum and models of curriculum development; and outline of the stages of curriculum development, implementation, and evaluation. Summaries of presentations describe experiences of countries in curriculum development, implementation, assessment, evaluation, and validation. These country papers

Dormody, Thomas J.; Seevers, Brenda S.
FFA Participation and Youth Leadership Life Skills Development: A Tri-State Study.
PUB DATE- Dec 94
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Agricultural Education; Leadership Training; Motivation; Secondary Education; Skill Development; *Student Leadership; *Student Organizations; *Student Participation; Vocational Education
IDENTIFIERS- *Future Farmers of America

A study determined predictors of youth leadership life skills development among 400 1992-93 Future Farmers of America (FFA) members in Arizona, Colorado, and New Mexico. The design of the study was descriptive-correlational-predictive. For the prediction portion, the dependent variable was youth leadership life skills development; the main independent variable was participation in FFA leadership activities. Control variables were achievement expectancy, self-esteem, years in FFA, age, ethnicity, gender, and place of residence. The Youth Leadership Life Skills Development Scale (YLLSDS) was used to measure the dependent variable. Mailed questionnaires collected data from March-June 1993. Findings indicated that achievement expectancy had a positive relationship with youth leadership life skills development, explaining nearly 14% of the variance in YLLSDS scores. Three variables--achievement expectancy, participation in FFA leadership activities, and gender--explained significant amounts of the variance in scores. Recommendations were made for a focus on satisfying FFA members' achievement motives when developing FFA leadership activities, encouragement of youth to join FFA and participate, and further research. (Contains 21 references.) (YLB)

ED 378 391 CE 068 050

Jones, Karen H.; Black, Rhonda S.
Teaching Students with Special Needs in Vocational and Regular Education: Are Certification Requirements Adequate?
PUB DATE- 10 Dec 94
NOTE- 29p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Disabilities; Disadvantaged; Ethnic Groups; High Risk Students; *Inservice Teacher Education; National Surveys; *Preservice Teacher Education; Secondary Education; *Special Needs Students; *Teacher Certification; *Vocational Education

A study was conducted to determine the certification requirements in each state for regular and vocational teachers regarding students with disabilities, disadvantages, and minority backgrounds. It also assessed the perceptions of state vocational special needs supervisors concerning the adequacy of their state's certification requirements. Two questionnaires were sent to each state and the District of Columbia. The first questionnaire, regarding regular and vocational teacher certification requirements, was sent to the certification division of each department of education. A 100 percent

Two studies examined why many adults choose not to attend adult basic education (ABE) classes and ways of improving retention in ABE. In the first study, 17 adults from the Pittsburgh area who had recently quit attending ABE classes (termed "reluctant learners") and 20 adults who had persisted in ABE were interviewed. It was recommended that teachers and counselors make ABE programs more attractive to reluctant learners in the following ways: asking about students' past and previous school experience, providing individual or small group instruction for identified reluctant learners, making the ABE curriculum academically challenging, and offering tutoring and computer-assisted instruction. In the second study, 20 predominantly African-American adults who had dropped out of school an average of 17 years earlier were interviewed to identify the personal and situational barriers and other factors preventing their participation in ABE. The following actions were recommended to encourage nonparticipants to attend ABE: base course design and marketing on needs assessments from potential learners and incorporate an "unlearning" component to overcome previous negative associations with schooling, include cultural awareness in teacher training, use local instructors, and test alternate programs through demonstration projects. (MN)

ED 378 409 CE 068 091

The State Adult Literacy Survey: A Look at Results for Ohio. Adult Literacy Fact Sheet.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 95
NOTE- 3p.; Condensed by Jean Stephens from ED 371 178.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adults; Age Differences; Educational Attainment; *Education Work Relationship; Employment Level; Employment Patterns; Individual Characteristics; *Literacy Education; Racial Differences; *Reading Achievement; *Reading Habits; State Surveys
IDENTIFIERS- *Ohio; *Ohio Adult Literacy Survey

The Ohio State Literacy Survey, which assessed Ohio adults' literacy skills according to their performance on tasks reflecting the materials/demands encountered in daily life, was administered to a sample of 1,568 persons aged 16 years or older who were randomly selected from Ohio's approximately 8.3 million adults. Each participant received proficiency scores (0-500) on scales assessing prose, document, and quantitative literacy. The literacy levels of those surveyed (for all three scales) were as follows: Level 1 (0-225), 16%-18%; Level 2 (226-275), 27%-31%; Level 3 (276-325), 32%-34%; Level 4 (326-375), 17%-19%; and Level 5 (376-500), 2%-4%. Older respondents were more likely than younger respondents to demonstrate poor literacy skills. The average scores of 19- to 24-year-olds were comparable to those of adults aged 35-44 years. African-American adults were more likely than white adults to perform in the two lowest levels and less likely to attain the two highest levels. Literacy scores were correlated with years of education, employment, economic status, and level of civic responsibility (as indicated by being a registered voter). The average prose, document, and quantitative proficiencies of Ohio respondents were nearly identical to those of adults living in the Midwest and higher than those of adults nationwide. (MN)

ED 378 410 CE 068 094

provided instruction to 641 participants at the 3 worksites. From its inception, the project activities were guided by the themes of teamwork and self-directed learning. At each level of the project's operation, all program components were designed in a shared decision-making process. All instructional and organizational strategies used during the project were designed to help project participants take charge of their own learning. Other project activities included presentation of a 30-hour training program for tutors, development of a "motivation survey," and publication of a quarterly newsletter and student-authored publication. All goals stated in the project grant application were met or exceeded. Also included is a Final Evaluation Report in which the themes of teamwork and self-directed learning were described and translated into practice. Appendices in the final performance report include: program recruitment strategies, job profiles, sample pretests/posttests, career planning and workshop descriptions/agendas, project newsletter, sample student publication, and various survey instruments and forms. The final evaluation report contains 14 references. (MN)

ED 378 428 CE 068 153

Workplace Education Program (WEP) Emily Griffith Opportunity School Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 145p.; For related documents, see CE 068 154-167. Some pages in the appendixes contain broken type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Communication Skills; Competency Based Education; English (Second Language); *Health Occupations; Higher Education; *Literacy Education; Manufacturing Industry; Mathematics Skills; Medical Vocabulary; Outcomes of Education; *Partnerships in Education; Program Effectiveness; Program Implementation; *School Business Relationship; Tables (Data); Test Coaching; Vocabulary Development; Writing Skills
IDENTIFIERS- *Colorado (Denver); General Educational Development Tests; *Workplace Literacy

The Workplace Education Program (WEP) was a literacy partnership between Emily Griffith Opportunity School and 5 business partners at 11 sites in Denver, Colorado. All of the business partners were in the health care sector. A total of 907 individuals were served during the project grant period. Of those individuals, 226 attended supplementary workshops and the 681 attended modular and long- or short-term classes in one of the following topics: English as a second language (ESL) and ESL/math, writing skills, basic skills enhancement/General Educational Development (GED) Test preparation, vocabulary for health care personnel, and communications. Of the 681 course enrollees, 575 completed their courses. The workshops, which lasted from 4-8 hours each depending on the needs of the specific audience, dealt with learning to learn and were generally offered to departments at the individual project sites before other program instruction or in conjunction with the project classes. (Appendixes constituting approximately 90% of this document include the following: activity time line and abstract; numbers/characteristics of participants by site; final evaluation report; sample assessments, pre- and post-following are specifically recommended: (1) training activities in the industrial, agricultural, youth, transportation, and energy and mining sectors; (2) women's training; (3) training for persons with disabilities and street children; (4) training of trainers; (5) the structure of the vocational training administration; (6) finance; (7) training at the state level; and (8) small-scale industries. Since human resource development is crucial for socioeconomic advancement of the country, more efforts are needed to increase awareness of people to the importance of having skilled personnel in the Sudan to ensure the success of national development plans. (KC)

ED 378 449 CE 068 280

Merrifield, Juliet; And Others
Longitudinal Study of Adult Literacy Participants in Tennessee. Year One Report.
PUB DATE- Jun 93
NOTE- 156p.; For the year two report, see CE 068 281.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Education Work Relationship; Employment Level; Employment Patterns; Family Life; Health; *Literacy Education; Literature Reviews; Longitudinal Studies; *Outcomes of Education; *Participant Characteristics; *Quality of Life; Questionnaires; Self Esteem; Socioeconomic Status; *State Surveys; Tables (Data); Well Being
IDENTIFIERS- *Tennessee

In the first phase of a longitudinal study to gather information on quality-of-life outcomes of adult basic education (ABE) programs in Tennessee, adults entering literacy programs at eight sites in rural and urban Tennessee were interviewed using a baseline questionnaire covering socioeconomic, social, personal, and physical well-being. One year later, 133 literacy program participants were interviewed at eight ABE sites across Tennessee. The interviewees ranged in age from 17 to 72 with an average age of 34 years. More than half were women, more than half were black, and only a few had graduated from high school. Only one-third of the participants were employed when interviewed, and nearly all participants who were employed were in low- and semiskilled jobs paying approximately $6 per hour. Participants' self-esteem levels ranged from low to high and were connected with aspects of their lives other than low literacy (i.e., employment, marriage/gender, and personal and community satisfaction). Most participants with children seemed fairly involved in their children's schooling. For a substantial minority of participants, health problems were a major barrier to pursuing goals, including persistence in ABE. (Appended are the following: 26-item bibliography, 10 tables summarizing demographic and outcomes data, survey instrument, and glossary.) (MN)

ED 378 450 CE 068 281

Merrifield, Juliet; And Others
Longitudinal Study of Adult Literacy Participants in Tennessee. Year Two Report.
PUB DATE- Jun 94
NOTE- 171p.; For the year one report, see CE 068 280.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Employment

perspective. The LAS measures four different content categories: (1) death-related; (2) health-related; (3) injury-related; and (4) self-related. Each content category includes an equal number of items designed to assess actions, thoughts, and feelings. The LAS was designed to measure a bipolar continuum of behavior; consequently, an equal number of positive (life-enhancing) and negative (life-compromising) items are included. Three approaches were used to evaluate the validity of the LAS: correlational analyses, construct and criterion validity analyses, and structural equation modeling to test several theoretical models underlying the LAS. The results indicate both that this instrument has excellent reliability and validity properties and provides validation of the construct of life-compromising and life-enhancing behaviors. Six tables present sample items and statistical summaries. Contains 40 references. (Author/RJM)

ED 378 472 CG 025 870

Yockey, Karen S.
Adult Attitudes about School Counselor Role.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; *Counseling Effectiveness; Elementary Schools; Elementary Secondary Education; Faculty Workload; Public Schools; *School Counseling; *School Counselors; School Guidance; School Role; Secondary Schools; *Social Attitudes; Student Personnel Services

In a time of financial difficulties for schools, few counselors use accountability practices--practices which are necessary in order to justify the expense of school counseling and guidance programs. This descriptive study examines opinions of adults about school counselors. Following a review of literature concerning the role of the counselor, a survey was created and administered to 40 participants. According to the results, counselors are seen in a positive light, although certain responses indicated some areas of concern. Of those surveyed, 42 percent agreed that school counselors spend most of their time handling student scheduling while 62 percent stated that the majority of the counselor's time is spent on paperwork. Twenty-five percent of the participants indicated that they had never seen their school counselor. While this survey produced results more positive than anticipated, there is still reason for concern. Tax-paying adults still believe that school counselors spend most of their efforts on paperwork and scheduling, leaving little time for students. Until school counselors let the adults of their communities know what they are doing, and what services they provide, people will continue to record negative views of counselor services. A copy of the survey appears in an appendix. (RJM)

ED 378 473 CG 025 871

Before Dreams Disappear: Preventing Youth Violence. Hearing on Examining Certain Provisions Establishing Programs To Prevent Youth Violence as Contained in the Proposed Violent Crime Control and Law Enforcement Act before the Subcommittee on Children, Feamily, Drugs and Alcoholism, of the Committee on Labor and Human Resources. United States Senate, One Hundred and Third Congress, Second Session.

Evaluation; *Special Needs Students; Student Evaluation; Student Mobility; Tutorial Programs
IDENTIFIERS- Columbus Public Schools OH

The program, which lasted 136 days, was designed to provide classroom or tutorial services in the area of language development for pupils served in Chapter 1 eligible facilities for the neglected or delinquent. The evaluation of the program was based on standardized achievement test information (grades 2-12). Data were collected for the period from September 14, 1992 through March 26, 1993. The Desired Outcome 1 stated that at least 50% of the pupils in the sample--those who were English-speaking, and had a valid pretest-posttest score for Reading Comprehension--would gain at least 3.0 Normal Curve Equivalent (NCE) points for the instructional period. Norm-referenced tests were administered in grades 2-12 in a spring-to-spring cycle. Grade 2 pupils received the Metropolitan Achievement Tests, Sixth Edition (MAT6, 1985). Pupils in grades 3-12 received the California Achievement Tests (CAT, 1985). Of the 317 pupils served, the average days of enrollment per pupil were 15.1 and the average days of attendance per pupil were 11.0. Due to a high degree of pupil mobility, there were no pupils who had attended enough days for inclusion in the evaluation sample. Therefore no assessment could be made based on the program's Desired Outcome. It is recommended that the program be continued, since it provides a needed service to pupils in exceptional circumstances. It is further recommended that alternatives to the present evaluation design be considered. Instruments used to collect data are appended. (BF)

ED 378 495 CG 025 895

Weinstein, Miriam
Making a Difference College Guide. Third Edition.
PUB DATE- 94
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Career Counseling; *College Choice; *College Preparation; Colleges; Community Services; Employment Opportunities; Environmental Education; Global Approach; Higher Education; *Majors (Students); Outreach Programs; Social Change; Social Responsibility; Sociocultural Patterns
IDENTIFIERS- Environmental Literacy; *Environmental Professionals

This book profiles those unique institutions or departments that are committed to public service, social change and environmental stewardship. Colleges in this guide engage in the major issues of today, especially environmental, women's, peace and ethnic studies. The programs are varied, such as marine biology, social work, outdoor education, teaching, public health, economics, natural resources, gerontology, forest engineering, and sustainable development. Interdisciplinary studies and opportunities for individually designed majors are also available. The chapters include: (1) "Preface" (Walter S. Carson, Global Tomorrow Coalition); (2) "Introduction" (Miriam Weinstein); (3) "Community Service: Experience for a Lifetime" (Nancy Rhodes, Campus Compact); (4) "Environmental Literacy" (Tom Kelly, Tufts Environmental Literacy Institute); (5) "Making a Difference in the World" (Howard Berry, Partnership for Service Learning); (6) "The Wesleyan Challenge" (Wesleyan University); (7) "College Report Card & How to Test Drive a College" (Martin Nemko); (8) "Making a Difference Careers"; and (9) A list of colleges which "make a difference." Also included are a Graduation Pledge, Bibliography and Resources, State by

NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Aggression; Antisocial Behavior; Causal Models; Cognitive Development; *Cognitive Processes; *Conceptual Tempo; Hostility; Literature Reviews; Models; Research; Self Control; Violence

The literature on human aggression is large and diverse. Some of it is theory-driven, but much of it dwells on solving social problems rather than on building general models and research paradigms. This paper examines some of the research programs and theoretical emphases in aggression research and presents theory convergences to see how these intersections may generate hypotheses for future research. The discussion here centers on two assumptions: (1) Aggression is not a scientific term; it is a lay term and is used to describe a number of functionally different behaviors, all having in common the infliction of harm upon another person; and (2) Affective aggression is a response to some event or change in the environment, or to the mental representation of such an event. Some of the variables involved in human aggression are discussed so as to elaborate the processes that may be involved. Many aggression sequences begin with impulsive aggressive reactions to provocation and culminate in the learning of aggression as deliberate behavior. What then follows is a characteristic way in which the person construes subsequent social situations, making that person more or less likely to react aggressively to future provocations. (Three diagrams present examples of aggression theory models. Contains 35 references.) (RJM)

ED 378 515 CG 025 918

Perez, Ruperto M.; And Others
Problem Solving Appraisal of Delinquent Adolescents.
PUB DATE- Aug 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Conflict Resolution; Critical Thinking; Decision Making; *Delinquency; Delinquent Rehabilitation; Depression (Psychology); Developmental Programs; Locus of Control; *Problem Solving; Rehabilitation Programs; Secondary Education; Self Esteem; *Youth Problems
IDENTIFIERS- Narcissism

The study investigated the following: (1) the relationship of problem solving appraisal to narcissistic vulnerability, locus of control, and depression; (2) the differences in problem solving appraisal, locus of control, and depression in first-time and repeat offenders; and (3) the prediction of problem solving appraisal by narcissistic vulnerability, locus of control, and depression in delinquents. Delinquent male adolescents (N=146) voluntarily completed a packet of instruments which included a revised measure of problem solving appraisal and measures of narcissistic vulnerability, locus of control, and depression. Results suggested a significant relationship between facets of problem solving appraisal and

McCabe, Don
The Proper Editing of Notes: The Key to Successful Learning. AVKO "Great Idea" Reprint Series No. 629.
PUB DATE- 89
NOTE- 9p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Editing; Higher Education; *Learning Strategies; *Notetaking; Secondary Education; *Study Skills

The deliberate rewriting of lecture notes into forms suitable for study and review is the key to successful learning. Using the outline technique helps students to think in terms of what the main points are and what are examples or secondary points. The divided page technique allows students to quiz themselves daily on the material they must learn. These techniques boil down to two elements: the quality of time spent studying and the frequency of studying. It is not how long students spend studying, it is how often and how well they study that counts. (RS)

ED 378 538 CS 011 957

McCabe, Don
A Practical Use for Miscue Analysis: Building Egos. AVKO "Great Idea" Reprint Series No. 631.
PUB DATE- 84
NOTE- 9p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Elementary Education; *Miscue Analysis; Reading Difficulties; Self Esteem; Teaching Methods; *Word Recognition
IDENTIFIERS- Ego Development

A student's misreading of the word "statues" as "sanctuaries" and an application of miscue analysis show how students' egos can be boosted. The student expressed surprise when informed of his misreading, wondering how he could confuse the words. The student's reading specialist explained to the student that his "computer" brain made a quick search based on a combination of word length, initial letters, ending letters, and letter combinations to come up with "sanctuaries" for "statues." Sensing the student was still not convinced, the reading specialist added "context" as a field for the student's computer brain to search. The student was told that his computer brain worked so fast that it popped out the first word that met the search criteria, even though the word was wrong. Convinced, the student never made that mistake again and made rapid gains, possibly attributable to the boost his ego received from the application of miscue analysis. (RS)

ED 378 539 CS 011 958

McCabe, Don
Learning about the Learning-To-Read Process by Teaching Yourself How To Read and Write Upside Down. AVKO "Great Idea" Reprint Series No. 632.
PUB DATE- 76
NOTE- 7p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English

reading programs as one instructional tool available to them as they plan literacy lessons; and (3) do not relinquish control to basal materials or any presumed power behind the materials. Furthermore, rather than deskilling teachers, basal materials empower teachers by providing them instructional suggestions to draw from, adapt, or extend as they craft lessons for their students. (Contains 35 references and 3 tables of data.) (Author/RS)

ED 378 558 CS 011 978

Guthrie, John T.; And Others
Systemic Reform of Literacy Education: State and District-Level Policy Changes in Maryland. Reading Research Report No. 27.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 25p.; For a related document, see CS 011 979.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Evaluation Methods; Instructional Innovation; Language Arts; *Literacy; *Reading Achievement; Reading Instruction; State Standards; *Student Evaluation; Writing Instruction
IDENTIFIERS- Maryland School Performance Assessment Program; *Performance Based Evaluation

This study examines the systemic reform process that was initiated in Maryland in 1991. The Maryland School Performance Assessment Program (MSPAP) consists of learning outcomes, a framework for performance assessment, guidelines for school decision making, and suggestions for staff development. One year following the initiation of the MSPAP, a semistructured interview was conducted with the district-level administrators responsible for reading and language arts in the state. They were asked about their perception of the Assessment objectives and about the influence of the program on district goals and policies for instructional change. Learning outcomes were accurately perceived as requiring students to apply language to real-world problems and to construct meaning from a diversity of texts. The most frequently cited instructional innovations were the teaching of reading and language arts through subject matters of the curriculum and the use of trade books for reading instruction. The MSPAP was perceived by 24% of administrators as legitimating reforms already underway in their districts. Findings suggest that efforts toward reform should be linked to a sustained, change-oriented political process informed by actual data on the status of the reforms. (Contains 20 references and 1 table of data.) (Author/RS)

ED 378 559 CS 011 979

Schafer, William D.; And Others
Test Quality for Use in Curricular and Instructional Decision Making in Reading. Reading Research Report No. 28.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 29p.; For a related document, see CS 011 978.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Criterion Referenced Tests; Educational Change; Elementary Secondary Education; *Evaluation Methods;

(150)
DESCRIPTORS- Audience Awareness; *Computer Uses in Education; *Electronic Mail; English Instruction; Higher Education; Research Papers (Students); Secondary Education; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Internet; Purpose (Composition)

A recent article in the "Assemby for Computers in English (ACE) Newsletter" explains what most instructors of English already know--that students in most writing classes produce papers for which the primary purpose is the teacher. As the Internet becomes more widely available, students will have more access to what Howard Rheingold calls the "living database." Michael Day suggests that students can monitor discussion groups and determine the purpose and audience for which the group exists and then post messages to these groups. This activity gives students the opportunity to write for real purposes and real audiences. One recent item found on the Empire Internet Schoolhouse might be of special interest to teachers of writing. The exercise is called "The Doomed Train." Its purpose is to give students experience in writing persuasive papers. Students get this experience by writing a paper and then a rebuttal to a student on the Internet who has an opposite view. There are any number of other opportunities whereby teachers can use Internet or e-mail to enhance the writing experiences of their students--word-processing is no longer the cutting edge in technology for the writing classroom. For instance, students can do research on the Internet. Also, creative writers can access CREWRT-L, a place where they can send their work to be critiqued. (Contains 12 references.) (TB)

ED 378 578   CS 214 692

Helmers, Marguerite
Touring the City: College Sophomores Address Homelessness with Orwell.
PUB DATE- Nov 94
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Sophomores; Critical Thinking; *English Instruction; Higher Education; *Homeless People; Introductory Courses; *Literature Appreciation; *Political Issues; *Social Action
IDENTIFIERS- Orwell (George)

Traditionally, university-level general education courses in English focus on the appreciation of literature. A fundamental premise of this approach is that literate people enjoy reading because they can talk about books with friends, which makes the classroom a sort of modern-day coffee house. Contributing to this pedagogical philosophy is the conviction that the general education course provides students with their last chance to read important works. Despite the efforts of one instructor to give a political dimension to an introductory literature course, students remained passive spectators of literary art. Apparently, they were assured that they might comfortably remain observers of past cultures and non-participants in important debates. The poetical and political impulses established in the course were not congruent and actually instituted conflicting pedagogical aims: the poetical

Washington, D.C.
PUB DATE- 89
NOTE- 216p.; For volume II, see CS 214 724.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- *Childrens Literature; Class Activities; *Creative Writing; Elementary Education; *Fairy Tales; *Fantasy; *Literature Appreciation; Resource Units; Student Writing Models; Units of Study
IDENTIFIERS- Appalachia

Chronicling a year-long project to study fantasy literature, this book presents essays, teaching units, student writing, and "jack tales." The project chronicled in the book consisted of a 3-week intensive study program for librarians and teachers of grades 2 through 7 throughout the Appalachian region, followed up by two more meetings during the following school year, and ending in a Fantasy Fair. The first chapter of the book presents 16 lectures and responses of program participants, including "The Deeper Magic of Fantasy Literature" (Isabel B. Stanley); and "Fantasy and Satire" (Martha Crow); and "A Ludic Approach to 'Charlotte's Web'" (Robert J. Higgs). The second chapter presents eight teaching units for works such as "The Chronicles of Narnia," "The Hobbit," "The Witches," and "Lafcadio." The third chapter presents, in essay form, teachers' approaches to various fantasy titles, discusses how they overcame obstacles and how they celebrated success, including "Doorway to Fantasy" (Anne Lewis), "Fantasy in the Eighth Grade" (Donna Jordan), and "Teaching across-the-Curriculum with Fantasy Literature" (Marlene Douglass). Chapter 4 includes short fiction and drama written by elementary school students in response to their study of fantasy literature. Chapter 5 presents jack tales and related cluster group activities. Appendixes list participants, staff, and mentors, along with a section on the Fantasy Fair, which includes a description, a catalogue of wining entries, and photographs of the day's events. Lists of 94 books, 74 articles, and 33 reference materials on fantasy literature are attached. (RS)

ED 378 598 CS 214 724

Herrin, Roberta T., Ed.; Davis, Sarah K., Ed.
Journey through Fantasy Literature: A Resource Guide for Teachers. Volume II.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 217p.; For volume I, see CS 214 723.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- *Childrens Literature; Class Activities; *Creative Writing; Elementary Education; *Fairy Tales; *Fantasy; *Literature Appreciation; Resource Units; Student Writing Models; Units of Study
IDENTIFIERS- Appalachia

Chronicling a year-long project to study fantasy literature, this book presents essays, teaching units, student writing models, and "jack tales." The project chronicled in the book consisted of a 4-week intensive study program for librarians and teachers parents should monitor programs viewed by their children and limit their children's viewing time. (TB)

ED 378 616 CS 508 791

Chandler, Daniel Ross
Religious Humanism as a Rhetorical Movement.
PUB DATE- 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Higher Education; *Humanism; *Intellectual History; Leaders; *Persuasive Discourse; Religion; *Religious Organizations; *Rhetorical Criticism; Social Values; United States History
IDENTIFIERS- Discourse Communities; Historical Background; *Religious Movements; Secular Humanism; *Unitarian Universalist Association

Noting that college students in the 1990s are once again becoming interested in religious/spiritual phenomena, this analysis of religious humanism as persuasive discourse first touches upon the event-filled 1960s and 70s, which saw social unrest and turbulent change, much of it emanating from university students. As background, the analysis points out that during those same decades a sophisticated history-of-ideas scholarship emerged from communication scholars, joined with a humanistic interdisciplinary approach to examine the rhetorical discourse of mass movements and public campaigns. The analysis employs a theoretical model constructed by Bill Balthrop (1975) to examine the humanist-theist controversy within early 20th century Unitarianism as a rhetorical movement having enduring significance in the intellectual history of American religious experience. The analysis discusses: (1) the structure of the Unitarian group; (2) religious humanism as an emergent scientific perspective (giving attention to the discourse of its leaders John H. Dietrich, Curtis W. Reese, and Charles Francis Potter); (3) its membership and organization; and (4) agents of social control. The analysis concludes with a concise discussion of existentialism in American religious thought and with the hope that studying religious rhetoric in history will help today's students resolve their own ideas about life in the future. Contains 114 endnotes. (NKA)

ED 378 617 CS 508 792

Litterst, Judith K.
Communication Assessment: Institutional and Departmental Decisions and Actions.
PUB DATE- Nov 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Departments; *Evaluation; Evaluation Needs; Higher Education; *Speech Communication
IDENTIFIERS- *Authentic Assessment; Communication Competencies; Faculty Attitudes

Assessment in the discipline of speech communication is far from leadership. Generally accepted criteria for selecting and critiquing biographies and other forms of life writing are also presented. These criteria include: (1) the angle of vision; (2) subjectivity or detachment; (3) the selection of materials and its impact on conclusions; (4) the use of background and historical context; (5) the use of grounded and traceable analysis to explain motive and cause; (6) the means used to portray the internal life; and (7) the application of appropriate methods in reconstruction as well as style (comprehensive, open, logical, inclusive, non-reductionistic, and non-polemical). Two figures are included. (Contains 75 references.) (LMI)

ED 378 635   EA 026 267

Ray, Brian D.
Marching to the Beat of Their Own Drum! A Profile of Home Education Research.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Educational Quality; Elementary Secondary Education; *Homeschooling; *Nontraditional Education; *Parents as Teachers; Private Education; Religious Factors; Socialization

This publication summarizes recent research findings on home education. In particular, the booklet examines the movement's historical background; reasons why parents choose to home school their children; home-schooling characteristics, practices, and outcomes; and the impact on children's social development. Findings indicate that the home-education population is continuing to grow. Families who home school are not significantly unusual, but they have chosen an educational route for their children that is unique. The data also show that the home schooling population is diverse. In general, however, ideological beliefs are the foundation of parents' rationales for choosing home education. Home-educated children appear to do well in terms of academic achievement, participation in nonacademic activities, and measures of social and emotional adjustment. Research, however, has been limited by the lack of causal-comparative studies. It also rarely investigates the effect of home education on aspects most important to home educators, such as spiritual development, close family relationships, and adherence to religious values. Contrains 96 references. (LMI)

ED 378 636   EA 026 294

Lutz, Frank W.; Iden, Robert M.
The Political Effects of Site-Based Decision Making on Local School Governance in the State of Texas.
PUB DATE- Oct 94
NOTE- 23p.; Paper presented at the Joint Annual Meeting of the Texas Association of School Administrators and Texas Association of School Boards (Dallas, TX, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Board Administrator Relationship; Boards of Education; *Citizen Participation; Delphi Technique; Elementary Secondary Education; Governance;

the TQE series, the book is a useful guide for teachers, administrators, and parents in creating the self-renewing school. Seven chapters are based on the experiences of the staff at Orange Grove Middle School, located in the Catalina Foothills School District in Tuscon, Arizona. The concept of mapping improvement in schools is introduced in the first chapter, with a focus on addressing paradigms held by participants and the complexity of the school culture. Chapter 2 considers how the introduction of dynamic complexity can result in a sense of fear on the part of staff members. It is argued that each individual's purpose in the organization must be understood in order to develop communication and collaboration. The third chapter describes how to determine the beliefs and assumptions that already exist in relationship to organizational values. Ways in which a vision can be developed as a result of exposing prior values are described in the fourth chapter. Chapter 5 maintains that if the vision is to be realized, the organizational structures must be consistent with that vision. It explains how to assess and adjust existing structures, implement feedback mechanisms, and utilize system-dynamics strategies. The sixth chapter describes how to utilize external support structures for achieving school goals. Chapter 7 offers essential questions to ask before beginning the TQE process. Key terms and concepts are defined at each chapter's end. (LMI)

ED 378 653 EA 026 412

Planning and Troubleshooting Guide.
PUB DATE- 94
NOTE- 59p.; Volume 12 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Decision Making; Educational Change; *Educational Planning; *Educational Quality; Elementary Secondary Education; *Organizational Development; *Organizational Effectiveness; Organizational Theories; *Total Quality Management; Troubleshooting
IDENTIFIERS- *Total Quality Education

This reference guide serves as an index for an 11-volume series of handbooks that offer guidelines to school administrators on the application and implementation of Total Quality Management (TQM) principles to education--Total Quality Education (TQE). The topics are listed in alphabetical order to show the corresponding volume and page number(s). (LMI)

ED 378 654 EA 026 413

Genck, Fredric H.
Renewing America's Progress: A Positive Solution to School Reform.
PUB DATE- 91
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Educational Assessment; *Educational Change; Educational Objectives; Educational Quality; Elementary Secondary Education; *Evaluation Utilization; Management by Objectives; Measurement Techniques;

Education; *Financial Exigency; *Financial Problems; Fiscal Capacity; *School Districts; School District Spending; School District Wealth; *State Action; State Aid; State School District Relationship; Superintendents
IDENTIFIERS- *Illinois

This paper describes Illinois' program for warning school districts of impending financial troubles and the reactions of superintendents to the state's "early warning" program. In February 192, the State of Illinois issued a list of 111 school districts, out of a total of 946 districts, that were on the Financial Watch list. Of questionnaires sent to the superintendents of the 111 districts, 84 usable responses were received, a 77 percent response rate. Findings indicate that over 27 percent of the districts had an operating fund balances-to-revenues ratio worse than negative 3 percent, and one-half of the superintendents unrealistically believed their financial problems to be no worse than those of other districts. Most districts had been on the list for several years. Superintendents attributed insufficient state aid as the main cause of their financial troubles, and two-thirds reported that the state had not been helpful. It is recommended that the state continue its early warning program; however, the state should: (1) provide early, practical support: (2) become involved progressively; (3) inform superintendents of their districts's situation relative to other districts; (4) allow advance borrowing as a short-term solution only; (5) make known that placement on the list is not an indication of poor financial management; and (6) increase the percentage of state aid to the schools. Three tables are included. (LMI)

ED 378 673 EA 026 434

Sandler, Linda; And Others
Linking Schools and Health Services: An Arizona View.
PUB DATE- Oct 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; Elementary Secondary Education; Federal Legislation; Health Programs; *Health Services; *Integrated Services; Partnerships in Education; *School Health Services; *State Action
IDENTIFIERS- *Arizona

During 1993-94, the Morrison Institute for Public Policy at Arizona State University conducted a study on behalf of the Arizona Department of Education. This document presents findings of that study, which examined linkages between health services and schools for a comprehensive service delivery to students. Following the introduction, chapter 1 provides a national overview on children's health and the public schools, presenting national and legislative initiatives and a framework for linking health services and schools. Chapter 2 reviews what is known about the major issues in child health in Arizona and its schools, synthesizing health data from several sources. Survey results from 531 Arizona school principals about school-based/school-linked health and social services are also analyzed. A discussion of the Arizona perspective follows in chapter 3, which examines the philosophy guiding state initiatives, key players, the processes that support school-based/school-linked health services, and a sample of current state activities. The fourth chapter provides a view of how some Arizona schools are attempting to address these issues through the provision of student health services at or near

The selection and planning of sites appropriate for school facilities is a critical and complex undertaking. This publication describes the many factors to be considered during the process of site selection, planning, development, and use. The introduction stresses the importance of knowing the community or territory and the local school system. The second section describes the site-selection process and discusses considerations for the site-selection committee. Technical requirements include size, shape, location, topography and drainage, access and traffic, security and safety, soil conditions and plant life, noise levels, utilities, and costs. Guidelines for carrying out the site-planning process are offered in the third section. Steps for developing the site include conducting a topographic survey, learning (studying) the natural characteristics of the site, and creating a master plan of site components. These components include the buildings, transportation, pedestrians, utilities, and playgrounds. Sections 4 and 5 offer specific guidelines for designing playgrounds and recreation fields. Information on relevant North Carolina statutes and a list of North Carolina resource agencies and professions are provided. (LMI)

ED 378 694 EA 026 464

Crafting Authentic Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Critical Thinking; Elementary Secondary Education; *Evaluation Criteria; Excellence in Education; *Instructional Improvement; *Instructional Innovation; *Learning Strategies; Standards; Teacher Effectiveness; *Thinking Skills

Instruction that engages students and gets them to use their minds well is referred to in this document as "authentic instruction." To assist in the articulation of a vision, the Center on Organization and Restructuring of Schools has proposed criteria for authentic instruction, which consists of the following five dimensions: higher order thinking, depth of knowledge, connectedness to the external world, substantive conversation, and social support for student achievement. The first article offers examples of two teachers who illustrate aspects of authentic instruction. A social-studies teacher emphasizes coaching in a socratic seminar, and a mathematics teacher models mathematical thinking. The second article describes in detail a framework, based on the five dimensions of authentic instruction, for observing instruction. The last article, an interview with a middle-school principal involved in school restructuring, offers views on how to support authentic instruction. (LMI)

ED 378 695 EA 026 465

Stern, Ralph D.
Hate Speech: Political Correctness v. the First Amendment.
PUB DATE- 19 Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (San Diego, CA, November 1994).
LANGUAGE- English

ED 378 712 EC 303 608

Hartwig, Eric P.; Ruesch, Gary M.
Disciplining Students with Disabilities: A Synthesis of Critical and Emerging Issues. Final Report. Project FORUM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 28 Sep 94
NOTE- 48p.; For related documents, see EC 303 607-609.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *Compliance (Legal); *Disabilities; *Discipline; *Discipline Policy; Educational Legislation; Elementary Secondary Education; Expulsion; Federal Legislation; Intervention; *Legal Responsibility; Policy Formation; Prevention; Student Rights; Suspension
IDENTIFIERS- *Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504)

This synthesis document provides an understanding of current issues, policies, and practices in the application of school discipline to students with disabilities. The report contains three sections: (1) legal information including the provisions of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the similarities and differences in their application to matters of discipline, and examination of suspension and expulsion; (2) policy implications of discipline, focusing on school climate, staff performance concerns, general and special education concerns, and interagency concerns; and (3) a discussion of school discipline plans and prevention strategies, such as corporal punishment, time out, level systems, systematic exclusion, and modified school day. The paper concludes that a clear understanding of legal requirements coupled with a combination of well-planned services firmly supported by families and staff contribute to a positive and total educational environment. School officials are urged to redirect students who manifest challenging behaviors at an early age into more productive and socially responsible behavior. School officials are also urged to create strong relationships among school personnel and with families and community agencies. Congress is urged to address the legal and procedural quagmire which has resulted from its silence in the IDEA as to the discipline of students with disabilities. (Each subsection contains references.) (JDD)

ED 378 713 EC 303 609

A Forum on Discipline Challenges and Opportunities Impacting Students with Disabilities (Alexandria, Virginia, September 8-9, 1994). Final Report. Project FORUM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 22 Nov 94
NOTE- 33p.; For related documents, see EC 303 607-608.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Change Strategies; Compliance (Legal); Curriculum Development; *Disabilities; *Discipline; *Discipline Policy; Educational Practices; Elementary Secondary Education; Family Involvement; Intervention; *Legal

people with disabilities, the report attempts to stimulate discussion of the communication issues that Sears and other companies face regarding ADA implementation and identify the implications of Sears' ADA-related experiences, policies, and philosophy for other companies as they attempt to meet and transcend ADA compliance. The following implications are drawn from Sears' experiences: (1) the impact of the ADA on American business is evolutionary, not revolutionary; (2) universal design and access, not retrofitted technology, fulfill the objective of including people with and without disabilities in productive work force participation; (3) education of management about the ADA and capabilities of people with disabilities must not be based on paternalism or myths; (4) companies can look beyond compliance to transcendence by fostering independence and providing meaningful career opportunities; and (5) the ADA can provide a framework for dispute avoidance and resolution. Special features in the report describe information technology needs and placement of individuals with visual impairments and hidden disabilities. Appendices offer statistical data on the Sears workforce with disabilities and a list of employment and information technology resources. (JDD)

ED 378 733 EC 303 630

Kronberg, Robi; Filbin, Janet
Ideas and Suggestions for Curricular Adaptations at the Elementary Level: Colorado Effective Education Model.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 67p.; For the secondary level manual, see EC 303 631.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Classroom Techniques; *Curriculum Development; Educational Practices; Elementary Education; Inclusive Schools; Instructional Development; *Learning Activities; Mainstreaming; *Severe Disabilities; *Student Educational Objectives; Teaching Models
IDENTIFIERS- *Colorado

This manual was developed in conjunction with the implementation of the Colorado Effective Education Model, a systems change project designed to develop best educational practices for students with severe disabilities in inclusive settings. The manual presents adaptations to better meet elementary level students' goals and objectives and describes processes for identifying student outcomes within the context of regular education curriculum/activities. Introductory sections offer general guidelines for designing curricular adaptations to enhance learners' participation and level of mastery, and offer guidelines for designing noncurricular adaptations in the environment, materials, assistance, and presentation. A decision-making framework for using adaptations is provided, followed by a case study applying the framework. A chart then lists basic skills and adaptive/alternate activities in the areas of: typical routines, math, science, language arts, reading, social studies, physical education, and music. (JDD)

ED 378 734 EC 303 631

Interspersed throughout the booklet are photographs of successful individuals with disabilities and quotes giving their advice. (DB)

ED 378 752 EC 303 650

Stern, Virginia; DuBois, Phyllis
You're in Charge: A Career-Planning Guide in Science, Mathematics, and Engineering for College Students with Disabilities and the Advocates and Advisors Who Work with Them. Second Edition.
SPONS. AGENCY- National Science Foundation, Washington, DC. Directorate for Education and Human Resources.
PUB DATE- 94
NOTE- 43p.; For a related document, see EC 303 649. A product of the Project on Science, Technology and Disability. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Career Choice; *Career Planning; College Students; *Disabilities; *Engineering Education; Higher Education; Individual Development; Majors (Students); *Mathematics Education; Personal Autonomy; *Science Education; Social Integration; Student Adjustment; *Student Development; Student Financial Aid; Student Personnel Services

This career planning guide is intended for college students with disabilities who desire careers in science, mathematics, or engineering. The booklet reflects the experiences and advice of 286 individuals with disabilities who are in these careers or preparing for them. The first section focuses on the personal autonomy available in the college setting. The second section suggests sources of information about available college support services, financial aid, and suggestions to facilitate adjustment. A checklist allows the student to assess needs for his/her specific disability. Next, choosing a major is discussed as well as making connections with faculty members, students, and other people with disabilities. Assistive technology for students with vision impairments, hearing impairments, and mobility impairments is addressed and the importance of being familiar with federal laws that protect students with disabilities is stressed. The following section focuses on communication, including communicating one's special needs and the importance of making contacts with other people. The final section notes the importance of maintaining a sense of humor and achieving real competence in one's chosen field. Interspersed throughout the booklet are photographs of successful individuals with disabilities and quotes giving their advice. (DB)

ED 378 753 EC 303 651

Rosenkoetter, Sharon; Shotts, Cynthia
Bridging Early Services Transition Project--Outreach. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 21 Nov 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

children with severe emotional disturbances in Detroit, Michigan. The paper first presents an assessment of the current facilities and program of the center and then reviews current trends and future directions in residential care. The Village currently provides comprehensive residential treatment for 60 children, ages 5 to 15. It also provides a foster care program, an adoption services program, a single parent and pregnancy counseling program, and a day treatment program. Focus groups and interviews involving 48 residential staff and 10 children were conducted preliminary to developing three alternative master plans. A Master Plan combining features of the three alternatives is recommended. This final plan would include renovating and expanding some of the existing cottages, building some new cottages, developing a new Community Activities Center, retaining and expanding the school on campus, and building a new office/activity center. Attached material includes photographs, floor plans, and site plans for the three alternatives. (Contains 21 references.) (DB)

ED 378 771 EC 303 670

Meeting the Needs of All Students: Section 504 of the Rehabilitation Act of 1973. Revised.
PUB DATE- Sep 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights Legislation; Compliance (Legal); Definitions; *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Legal Responsibility; Rehabilitation; School Responsibility; *Special Education
IDENTIFIERS- Americans with Disabilities Act 1990; *Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504)

This document presents a detailed explanation of Section 504 of the Rehabilitation Act of 1973 and its procedural requirements; sample procedural documents; highlights of the major differences among Section 504, the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA); a flow chart of the accommodation process; sample accommodation plans; and suggestions for working with the U.S. Department of Education's Office of Civil Rights. Individual sections address definitions under Section 504, school district obligations for elementary and secondary education, and procedural requirements of Section 504. A tabular format compares major components of Section 504 to the IDEA and the ADA. Components compared include: purpose, who is protected, duty to provide a free appropriate public education, special education versus regular education, funding, procedural safeguards, evaluations, placement procedures, grievance procedures, due process, enforcement, prohibition of discrimination, notice requirements, reasonable accommodation, information on access, auxiliary aids, and discrimination on basis of association. Appendices include a wide variety of sample forms and policies complying with the law. (DB)

ED 378 772 EC 303 671

Wells, Tricia

subject matter well, was organized and prepared, stressed safety rules, and related the subject matter of the OJT to the employees' work. When asked about written materials and training facilities, 92% of the employees responded positively. The employees agreed that the OJT made them better able to do the following: assist an injured employee, use fire extinguishing equipment, understand a train operator's viewpoint, and recognize various safety zones and warnings. The employees' overwhelmingly positive responses about the content and relevance of their OJT was concluded to be evidence in support of the hypothesis that employees receiving OJT experience increased job satisfaction, work knowledge, responsibility, and productivity. (The employee questionnaire is included.) Contains 13 references. (MN)

ED 378 317 CE 067 862

Welfare to Work. Employment and Training Programs Annual Report 1993.
PUB DATE- 93
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Compliance (Legal); *Employment Programs; Federal Legislation; Federal Programs; *Job Training; *Program Effectiveness; *Program Implementation; State Programs; *Welfare Recipients; Young Adults
IDENTIFIERS- *Illinois; Welfare Reform; *Welfare to Work Programs

This report describes the programs provided by the Illinois Department of Public Aid and the initiatives that the department has begun to help welfare recipients find work and get off welfare rolls. Programs described include the following: (1) AFDC (Aid for Families with Dependent Children) Job Opportunities and Basic Skills program (JOBS), which includes Project Chance; (2) Opportunities that serves clients through 10 community colleges; (3) the Youth Services Program that serves young parents in two Chicago locations; and (4) the Food Stamp Employment and Training program that targets Transitional Assistance clients and clients volunteering for Earnfare. Some highlights of the report are the following: (1) a narrative of the phase-in of the Opportunities program; (2) a description of the STEP-UP initiative operated with the Chicago Housing Authority, which allowed more than 100 clients to earn wages of $13.50 per hour while gaining valuable experience in the construction industry; (3) a description of the Earnfare Program, which had 1,000 participants the first year and was put together by the department in only 56 days; and (4) a description of Fresh Start, five separate reforms designed to eliminate federal barriers that prevent families from moving toward self-sufficiency. The report contains more than 30 tables and graphs. Fourteen appendixes present information on the following: statutory report requirements; terms; AFDC/JOBS program background; exempt and nonexempt status in education and training components; demographic data on AFDC JOBS participants; grant changes of AFDC participants; earned income disregard for AFDC participants; length of time AFDC participants remain eligible for assistance; AFDC/JOBS employment statistics; demographic data on Earnfare training participants; grant changes of Earnfare participants; earned income disregard for Earnfare participants, transitional assistance participants eligible within income disregard limits, and Earnfare employment statistics. (KC)

Computer Systems Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 76p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Competence; *Competency Based Education; Computer Literacy; *Computer Peripherals; Computers; *Computer System Design; Electricity; Electronics; *Electronic Technicians; Employment Potential; Engineering Technicians; High Schools; *Job Skills; Minimum Competencies; Numeracy; Postsecondary Education; Quality Control; Reading Skills; Safety Education; Science Curriculum; Supervision; Technical Education; *Tech Prep; Two Year Colleges

This document contains 17 units to consider for use in a tech prep competency profile for the occupation of computer systems technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, supervision, basic electronics, microcomputer electronics technology, industrial electricity, computer hardware design, and local area network (LAN) operations. (YLB)

ED 378 336 CE 067 912

Computer Programming Technician.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 80p.; In: Tech-Prep Competency Profiles within the Engineering Technologies Cluster; see CE 067 900.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Competence; *Competency Based Education; Computer Assisted Design; Computer Literacy; Computer Oriented Programs; Drafting; *Electronic Technicians; Employment Potential; High Schools; *Job Skills; *Microcomputers; Minimum Competencies; Numeracy; Postsecondary Education; Programmers; *Programming; Quality Control; Reading Skills; Safety Education; Science Curriculum; Supervision; Technical Education; *Tech Prep; Two Year Colleges

This document contains 17 units to consider for use in a tech prep competency profile for the occupation of computer programming technician. All the units listed will not necessarily apply to every situation or tech prep consortium, nor will all the competencies within each unit be appropriate. Several units appear within each specific occupation and would need to only appear once if the user is compiling a cluster of

Program Administration; Relevance (Education); Retraining; Role of Education; Rural Areas; Rural Education; School Business Relationship; *School Community Relationship; Training Methods; Visual Impairments; Vocational Education
IDENTIFIERS- *Great Britain; Latin America; United States

This book contains 15 articles about various aspects of community further education (FE) programs in Great Britain, including program rationales/benefits, administration, and delivery. The following articles are included: "Foreword" (Bradshaw); "Commitment to Community Is Good Business and Practical Politics" (Brook); "Can We Serve Communities in the Market-Place?" (Johnston); "The Community Profile as a Key to Growth and Equity" (Powell, Buffton); "More and Different: Funding Regimes and Community FE" (Tuckett, Powell); "Taking Education and Training into the Community: East Birmingham College" (Addey); "Serving Communities that Lose Their Livelihoods: The Miners of South Wales" (Trotman, Francis); "Mobilising Communities for Learning: The Sheffield Black Literacy Campaign" (Gurnah); "Community Access to Further Education through Open College Credits" (Webb, Redhead); "Supporting Visually Impaired Students in Vocational Education" (Connell); "When I Get Old..." (Soulsby); "The College in the Countryside" (Cathles, Fazaeli); "Efficient and Effective--and Serving the Community" (Sawyer); "Ireland: Serving a Divided Community" (Shanahan); "Serving the Community: Community Colleges in the USA" (Evans); and "An Education and an Economy for Survival: Committed to Communities in Latin America" (conversation of Luna, Gardener, and Brook translated by Payne). (MN)

ED 378 355 CE 067 946

Martinez, Paul
Commercial Training Markets and the FE Sector: A Case Study.
PUB DATE- 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Case Studies; *Educational Demand; *Educational Supply; Education Work Relationship; Foreign Countries; *Job Training; Models; Private Sector; *Research Methodology; *School Business Relationship; Technical Institutes
IDENTIFIERS- Educational Marketing; *England (Sheffield); *Market Research

A case study approach was used to analyze the commercial training markets for further education (FE) colleges in Sheffield, England. The following aspects of training supply and demand in Sheffield were examined: regional employment market (occupational structure and economic outlook); size, value, and segmentation of the training market; competitive position of the region's FE training sector; and strategic capability of the FE sector. It was concluded that Sheffield's political and social environments are such that FE colleges are likely to experience continuing pressure to compete successfully in the training market. Medium and large companies were determined to offer the best market opportunities for FE colleges. The process model developed for analyzing commercial training markets included the following steps: define scope/purpose of analysis; collect labor market information; develop generalized models of training behavior; analyze/segment market; analyze training industry structure and competitive position; identify strengths/weaknesses; select markets, objectives, and strategies; and conduct surveys of key market segments. Contains 38 references and 16 figures. Appended is a comparison are included: Czech Republic, Denmark, Germany, Greece, Japan, Mexico, Tanzania, and Uganda. A synthesis of country papers focuses on the following areas: education system, TVE system, responsibility for curriculum development, quality assurance, system of implementation, role of various bodies, constraints, and future trends. Eight major issues with proposed solutions are identified: national socioeconomic development and technological advances; relevance of curricula and competency-based vocational education; feedback from implementation and evaluation; quality of teachers/instructors; attitude of students to TVE; financial resources for curriculum development and delivery; legislation related to TVE curricula; and national institutional capacity in curriculum development. Future strategies and recommendations are listed. A participant list is appended. (YLB)

ED 378 373 CE 067 995

Thomas-Fontaine, Jeannine
Collective Consultation on Literacy and Education for All. Appraisal and Prospects.
PUB DATE- Jan 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Developing Nations; Economic Development; Foreign Countries; International Cooperation; *International Educational Exchange; *International Organizations; International Programs; *Literacy Education; Womens Education
IDENTIFIERS- *Nongovernmental Organizations

During 9 years of operation, the Collective Consultation has provided a structure within which nongovernmental organizations (NGOs) exchange information and experience related to literacy more effectively. The bureau known as "the working group" is responsible for implementation of decisions taken during the Collective Consultation, for their follow-up, and for preparation, in collaboration with the UNESCO Secretariat, of the agenda of the Collective Consultations and the ad hoc working groups. Because it was set up to improve the level of knowledge about the literacy problem and to heighten public awareness of the subject, the Collective Consultation is naturally a forum for information, exchange, and research. From 1984-92, two periods can be clearly distinguished for the Collective Consultation. A preparatory period from 1984-88 is distinguished by no criteria or guidelines, proposals for only 27 small-scale projects, and no joint projects. The year 1989 marks a turning point in the development of the Collective Consultation due to a change of persons involved, a change of projects, and more practical and clearly defined recommendations. The scope of the Collective Consultation has been broadened to include basic education for adults and children. (Appendixes include the following: a table of NGOs illustrating years of participation, a list of projects implemented to further the UNESCO proposal on literacy, a chart showing projects proposed from 1989-92, and minutes of two meetings.) (YLB)

ED 378 374 CE 067 998

Graham, Rodger S.
A Call to Meeting: Revitalizing the Franklin Junto. Roundtable

response rate was achieved. The second questionnaire was sent to each state's vocational special needs supervisor. The return rate was 72.5 percent. Results indicated that supervisors did not consider teacher certification requirements to be adequate for preparing teachers to work with students with disabilities, disadvantaged, and minority backgrounds. Preservice teachers in many states took courses concerning special populations if they wanted, but were not mandated to do so. Required coursework varied from university to university. Inservice training was the most frequently used method of providing support and continuing education for vocational teachers. Supervisors reported that limited state support was available for first-year teachers. (Appendixes include 26 references and two tables that show results of the first questionnaire and a summary of comments and suggestions for improvement.) (YLB)

ED 378 392 CE 068 053

Cappelli, Peter; Rogovsky, Nikolai
Self-Assessed Skill Needs and Job Performance.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Basic Skills; Developed Nations; *Economic Development; Education Work Relationship; *Job Performance; *Job Skills; Occupational Information; *Productivity; Skill Development; Vocational Education; *Work Attitudes; Work Ethic

Since 1983, discussions focused increasingly on the contribution to economic performance associated with the skills of the work force. Government policy went further by specifying skills important to economic performance and advocating their introduction into schools and training programs. Surprisingly little empirical research examined the importance of specific skills and their relationship with performance. A study examined self-reported skill needs across a range of job settings. Eight public utilities agreed to cooperate in the study, which examined workers across 15 jobs in each company. The companies identified benchmark jobs, common to all the companies and easily identifiable in the outside labor market. Skill issues were assessed by plant managers, workers, and their supervisors. Managers and supervisors were chosen at random. Each supervisor reported a series of performance measures for each employee. Employees were surveyed and rated about skill issues, work organization, and job attitudes. The response rate was 100 percent from supervisors and 85 percent from employees. Results suggested that basic skills associated with academic learning were especially important to performance in the workplace. These skills were perceived as more important for improving performance by both employees and supervisors, whereas the perceived need to improve these skills was associated with more positive attitudes and behaviors. (Contains 9 endnotes, 34 references, and 8 tables.) (YLB)

ED 378 393 CE 068 054

Kaplan, David; Venezky, Richard L.
Literacy and Voting Behavior: A Statistical Analysis Based on the 1985 Young Adult Literacy Survey.
SPONS. AGENCY- Office of Educational Research and Improvement

Trends in the Structure of Qualifications for Occupations Relating to Computer Networks.
PUB DATE- Oct 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Computer Networks; Computers; Computer Science; *Computer Science Education; Educational Certificates; Foreign Countries; *Job Skills; Job Training; *Labor Needs; *Labor Supply; Needs Assessment; *Occupational Information; Postsecondary Education; Secondary Education; Staff Development; Student Certification
IDENTIFIERS- France; Germany; Italy; Netherlands; Portugal; United Kingdom

A 1993 study compared trends in the structure of qualifications for occupations related to the installation, management, and maintenance of computer networks in Germany, France, Italy, the Netherlands, Portugal, and the United Kingdom. Staff involved in networks required specialized new skills related to feasibility and design, installation, management, help for users and assistance, and monitoring and maintenance. Initial training was essential only when staff had not participated in setting up and installing the network. Specific, supplementary, continuing training almost always followed. The very diversified and changing nature of techniques related to computer networks made informal experience particularly important. Differences in the recognition of qualifications probably related to such factors as the certification and the degree of sophistication of the certification system. The tasks identified in the six countries were generally the same although the scope of such activities varied. In all countries, there was a more or less formal recognition of the tasks of network manager and network maintenance. Three conclusions were reached: the computer network sector was one of the most dynamic in the European economy; interfaces and high quality specialists were needed; and there was a gap between company needs and skills taught by training organizations. (YLB)

ED 378 411   CE 068 108

Iglitzin, Lynne; Wandschneider, Mary
Washington State Even Start 1993-1994: Final Evaluation. A Report to the Office of Adult Literacy.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- Dec 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; At Risk Persons; Basic Skills; Day Care; Early Childhood Education; Economically Disadvantaged; Family Involvement; *Family Programs; Family School Relationship; *Literacy Education; Parent Child Relationship; Parent Education; *Parenting Skills; *Parent Participation; Parent Role; State Programs; Young Children
IDENTIFIERS- *Even Start; *Family Literacy

All 18 Washington State Even Start sites participated in the program's evaluation. Site coordinators administered the assessment and evaluation measures to the adults served by the tests, and class evaluations; program evaluation forms; lists of courses taught/curricula developed; and resumes of key personnel.) (MN)

ED 378 429 CE 068 154

Ingram, Pam
Basic Workplace Math for Non-Native English Speakers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 9 May 94
NOTE- 68p.; For related documents, see CE 068 153-167. A page in Session 7 contains broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Cultural Differences; Learning Activities; Learning Modules; *Mathematics Skills; *Numeracy; *Second Language Instruction; *Vocational English (Second Language)
IDENTIFIERS- *Workplace Literacy

This document is the teacher's edition of a learning module designed to help nonnative English speakers develop basic workplace mathematics skills. This module was developed by educators from the Emily Griffith Opportunity School. The math curriculum presented in how math might be taught to nonnative English speakers at a manufacturing worksite. Included in the manual are an introduction outlining the module's objectives and scope, eight session outlines, an appendix explaining basic differences between the mathematical conventions used in the United States and in other countries, and an answer key. The following topics are covered in the session outlines: basic math problems, basic operations, story problems, estimation and averages, decimals, standard allowed minute, division of decimals, and piece rate formulas. Each session outline contains some or all of the following: objective, lesson plan listing all of the session's learning activities and procedures for presenting them, and student handouts (learning activities). (MN)

ED 378 430 CE 068 155

Fletcher, Karen
Customer Service/Telephone Communications.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 8 Jul 94
NOTE- 65p.; For related documents, see CE 068 153-167.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Communication Skills; *Conflict Resolution; Learning Activities; Learning Modules; *Listening Skills; Manufacturing Industry; *Telephone Usage Instruction; Workshops
IDENTIFIERS- *Customer Services; *Workplace Literacy

This document is the facilitator's edition of a curriculum designed to be presented as a four-session workshop for customer service and credit department employees of a manufacturing company. It was developed by educators from the Emily Griffith Opportunity School. The workshop is designed around a basic communication model incorporating the three

Patterns; *Literacy Education; Longitudinal Studies; *Outcomes of Education; Program Effectiveness; *Quality of Life; *Self Esteem

The Longitudinal Study of Adult Literacy Participants was designed to assess the long-term impacts of adult literacy programs on quality of life. During the second year, a follow-up interview was used to survey socioeconomic, personal, social, and health changes. Baseline data for Cohort 1 and Cohort 2 were compared in four major areas: demographic characteristics, employment comparisons, self-esteem, and marriage, family, and health issues. Results of follow-up interviews with Cohort 1 approximately 12-20 months after the initial interviews indicated the following: over half of the participants were no longer enrolled in the adult basic education (ABE) program; nearly all reported participation made a difference; almost half noted that the biggest change occurred in reading/writing/math improvement; new employment gain was 9 percent; all who gained a job left the program; the group of continued employed enjoyed highest self-esteem; the recently employed showed the highest gain in self-esteem; 61 percent felt better about their children's progress in school and 53 percent felt better about their relationship with their child; 84 percent reported changes in everyday use of literacy; and participants were more likely to report being healthy. ABE policy implications fell into five areas: participation, employment, self-esteem, involvement with children, and everyday literacy. (Appendixes include Baseline 1 vs. Baseline 2 frequencies, Cohort 1 follow-up frequencies, and follow-up questionnaire.) Contains nine references. (YLB)

ED 378 451 CG 025 428

Miller, Geraldine A.; Russo, Thomas J.
Spiritual Well-Being and Alcoholism: A Cross-Cultural View.
PUB DATE- 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Abuse; *Alcoholism; *American Indians; *Cross Cultural Studies; Cultural Influences; Drinking; Drug Abuse; Drug Rehabilitation; Religious Cultural Groups; Religious Factors; Special Health Problems; *Substance Abuse; *Whites
IDENTIFIERS- *Native Americans; *Spirituality; Spiritual Values; Spiritual Well Being Scale

Although much of traditional psychology assumes that a spiritual orientation is largely a matter of choice, it is contended here that such choices are embedded in the rich fabric of the cultural framework. This study explores a quantitative and qualitative contrast between Caucasian and Native American alcoholics on dimensions of spiritual development. Fifty self-reported, Caucasian alcoholics, and 37 self-reported Native American alcoholics and non-alcoholics, were administered the Spiritual Well-Being Scale. Additionally, two separate focus group interviews were conducted with selected samples of Native American and Caucasian alcoholics. Quantitative results showed no significant differences between the two groups in terms of spiritual, religious, and/or existential well-being. However, the focus groups revealed some potentially important thematic differences between the culturally diverse groups. Important

PUB DATE- 17 May 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Antisocial Behavior; *At Risk Persons; Elementary Secondary Education; Hearings; Quality of Life; Social Influences; *Social Problems; Social Theories; *Violence; *Youth; *Youth Problems
IDENTIFIERS- Congress 103rd; United States

This report presents verbatim, a hearing before the Subcommittee on Children, Family, Drugs and Alcoholism. The hearing featured a series of testimonies and stories on violence among young people in the United States. It opened with remarks by Subcommittee Chairman, Christopher Dodd. He was followed by numerous statements on the nature of violence in communities. These statements were made by those who work with children and youth. Included in these testimonies were accounts provided by children and young people, who spoke of the state of violence in their neighborhoods. The many reports also featured details on programs that appeared to be effective in thwarting violence among youth. A number of prepared testimonies by government officials also appear in this report. (RJM)

ED 378 474 CG 025 872

Woo, Tae O.; Bilynsky, Julie
Involvement in Extracurricular Activities and Adjustment to College.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adjustment (to Environment); Attachment Behavior; College Environment; *College Students; *Extracurricular Activities; Higher Education; *Student Adjustment; *Student College Relationship; Student Interests; Youth
IDENTIFIERS- Student Adaptation to College Questionnaire

Past research has supported the idea that involvement in extracurricular activities has a positive impact on students' evaluation of their college lives. This study investigated whether involvement, as measured by time commitment to campus activities, had a differential impact on the students' adjustment to various aspects of college life, including their academic performance. Researchers administered a self-report measure of adjustment to 237 college students at a predominantly white, state university. Results showed that males were the primary beneficiaries of involvement in terms of their overall adjustment to college, social adjustment, and attachment (sense of belongingness). These benefits were observed among male students with both moderate and high levels of involvement; no significant differences between the moderate and high involvement groups suggest that involvement at any level will contribute positively to social adjustment and to commitment to attaining academic goals. Males reporting no involvement scored consistently lower on these dimensions. The almost exclusive advantages males enjoyed from involvement might be explained by females relying less on organized activities as a means of adjustment and relying more on personal support networks. No significant relationship was found between academic performance, as measured by grade point averages, and involvement for either gender. Contains 14

State Index and College Response Coupons. (BF)

ED 378 496 CG 025 896

Preparing Your Child for College: A Resource Book for Parents. Second Edition.
PUB DATE- 94
NOTE- 60p.; For first edition, see ED 352 589.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; College Bound Students; College Choice; *College Preparation; Colleges; Education; Educational Counseling; Educational Objectives; *Educational Planning; Guidance Objectives; Higher Education; *Parent Materials; Paying for College; Resource Materials; Secondary Education

It is never too early for parents to think about college for their children. This resource book was designed to help parents and educators work with students to ensure that their children have the option of going to college. The booklet provides tips on academic preparations and also offers ideas on how parents can plan for the costs of a college education. Although it was written primarily as a long-term planning guide for parents, this guide should likewise assist guidance counselors and teachers. The book helps parents set high expectations for their children's future, know what college options are available, and plan college finances. The guide addresses these issues in seven chapters: (1) General Questions about College; (2) Preparing for College; (3) Choosing a College; (4) Financing a College Education; (5) Long-range Planning; (6) Important Terms; and (7) Other Sources of Information. Also included are exercises and checklists parents can use when discussing career plans, college inquiries, college preparation, and financial preparation with their children. Ten charts furnish quick references on finances, recommended high school courses, and other commonly-asked questions. Information about opportunities in each state, complete with addresses, phone, and fax numbers, appears in the back. (RJM)

ED 378 497 CG 025 899

Splete, Howard
Computer-Assisted Career Guidance Systems and Career Counseling Services. Eleventh Annual Report of the Oakland University Adult Career Counseling Center: September 1993-June 1994.
PUB DATE- 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Development; *Adults; Career Exploration; *Career Guidance; *Career Information Systems; *Career Planning; Careers; Computer Oriented Programs; Employment; Occupational Information; Occupations; Vocational Interests
IDENTIFIERS- Oakland University MI

This report profiles the Adult Career Counseling Center (ACCC) at Oakland University, Michigan. Conceived in 1982, the Center provides services for adults seeking career guidance. The ACCC supplies career information, counseling, advice in preparation and interviewing skills, and referral information, all at no narcissistic vulnerability, locus of control, and depression in delinquent adolescents. These findings indicate that youth who appraise themselves as less confident and who have a tendency to avoid problem situations are more apt to experience depression, to possess an external locus of control, and to exhibit narcissistic vulnerability along the idealized sector. No significant differences in problem solving appraisal were detected between first-time and repeat offenders. Both groups appraised themselves as ineffective problem solvers. For repeat offenders, problem solving appraisal is predicted by peer-group dependence which would suggest that repeat offenders who appraise themselves as ineffective problem solvers tend to rely on their peers to sustain self-esteem. (RJM)

ED 378 516 CG 025 919

Rehnberg, Timothy; Barabasz, Marianne
The Effect of a Health Belief Intervention on Safer Sex Practices.
PUB DATE- Aug 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994). Title page and section headings may not reproduce clearly due to stylized type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Affective Behavior; College Students; Disease Control; Educational Therapy; *Females; *Health Education; Health Needs; *Health Promotion; Higher Education; *Intervention; Self Care Skills; *Self Efficacy
IDENTIFIERS- Bandura (Albert); Condoms; Health Belief Model; *Safe Sex Practices

Increases in HIV infection among young heterosexual women has prompted a call for the development of new safe sex interventions for this population. This study tested the effectiveness of an intervention conceptualized on the basis of the Health Belief Model and combined with Bandura's self-efficacy theory. Subjects (N=82) were sexually active (more than one partner), female college students. Experimental subjects were exposed to four 1.5 hour group sessions incorporating vicarious learning, mastery learning, and modification of beliefs about vulnerability to HIV infection, partner risk assessment strategies, and the costs and benefits of condom use. Group two received four 1.5 hour group interventions, which incorporated traditional AIDS education strategies. Group three received no treatment. Subjects were tested prior to treatment, during the last session of the group treatment, and 60 days following the end of the group. The dependent variables examined included attitudes toward condoms, condom use, beliefs about vulnerability, efficacy for condom use, and efficacy for discussing sexual histories with potential partners. Experimental subjects demonstrated a greater awareness of the benefits of condom use and intention to use condoms when compared to group three. Other factors found to influence safer sex practices included self-defined monogamy status. (RJM)

ED 378 517 CG 025 920

Lasser, Jon; Gottlieb, Michael C.
Gender Role Socialization in Jewish Men.
PUB DATE- Aug 94

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Reading Comprehension; Reading Difficulties; *Reading Instruction; *Reading Strategies; *Word Recognition; *Writing Instruction
IDENTIFIERS- Reading Fluency

Reading teachers and researchers who really want to find out for themselves how difficult it is for students to learn to read and write should teach themselves how to read and write upside down. Being able to read and write upside down will also help teachers working one-on-one with students, since it allows them to sit across the table from the student and watch their facial reactions. Learning to write upside down might be easier using "D'Nealian" (a system of manuscript printing in which cursive becomes merely a linking of letters), but those who do will miss experiencing all the difficulties that left-handed people experience. People who learn to read and write upside down will come to appreciate the role fluency in word recognition has in comprehension. (RS)

ED 378 540 CS 011 959

McCabe, Don
Comprehension/Schema Theory: A Practical Application. AVKO "Great Idea" Reprint Series No. 633.
PUB DATE- 76
NOTE- 11p.; For other documents in this series, see CS 011 943-960.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; *Reading Comprehension; *Schemata (Cognition); Student Reaction; Teacher Behavior; *Vocabulary Development

Until researchers achieve a breakthrough on comprehending what comprehending is all about, teachers need help on how to help students comprehend what they are reading. According to schema theory, students must be able to pronounce almost all key words and have schemata previously instantiated (know the meanings of almost all key words) in order to comprehend a passage. A common solution is to pre-teach key words, which works well for good students who wait patiently, but does not work well for students who are impatient, cannot learn quickly, or who can forget what a words means quickly. What teachers should do is to stay three weeks ahead of their students; build daily vocabulary exercises, drill on recognition, meaning, and spelling of key words; drill on related words; and drill on words that are being missed or might be missed. The result is student excitement that they already know the words in a story without having to sit through all the "pre-story" stuff. (RS)

ED 378 541 CS 011 960

McCabe, Don
Reading Improvement through SITDOWN: Simultaneous Individualized Teacher-Directed with Students Correcting Their OWN Mistakes. AVKO "Great Idea" Reprint Series No. 634.
PUB DATE- 82
NOTE- 11p.; For other documents in this series, see CS 011 943-959.

Instructional Innovation; *Literacy; *Reading Achievement; Reading Instruction; *Reading Tests; State Standards; *Student Evaluation; Test Construction; *Test Use; Test Validity
IDENTIFIERS- Maryland School Performance Assessment Program; *Performance Based Evaluation

Three expert panels reviewed the 1991 Maryland School Performance Assessment Program (MSPAP) reading test. This was the first year of an assessment program designed to measure school progress toward, among other content areas, three reading outcomes: reading for literary experience, reading to become informed, and reading to perform a task. The MSPAP, given throughout the state, is a nontraditional, criterion-referenced performance assessment, which in 1991 required 9 hours of testing time over an 8-day period. The three panels, one consisting of experts with an instructional perspective, one with a curricular perspective, and one a psychometric perspective, independently addressed a variety of test quality issues after review of the test materials and a presentation by a test developer. Results indicate that a test such as the 1991 MSPAP is adequate to assess school progress in reading but may be confounded with writing and may not adequately measure progress in basic reading skills. Findings suggest that a test such as the MSPAP is useful for making curricular and instructional decisions, but that use of the test for making decisions about individual students was not supported. (Contains 24 references.) (Author)

ED 378 560 CS 011 980

Vogt, MaryEllen
Individual Goal-Setting: Preservice Teachers Developing the Agenda.
PUB DATE- 1 Dec 94
NOTE- 10p.; Paper presented at the Annual Meeting of The National Reading Conference (San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Literacy; Methods Courses; *Portfolio Assessment; *Portfolios (Background Materials); *Preservice Teacher Education; Secondary Education; *Student Educational Objectives; Student Surveys
IDENTIFIERS- *Goal Setting; *Preservice Teachers; Writing Contexts

To prepare preservice teachers to implement performance-based assessment in their eventual classrooms and to give them experience in developing their own academic portfolios, some teacher educators are moving toward the portfolio method for assessing their preservice teachers in methods courses. A study evaluated the nature of preservice teachers' goal-setting and self-assessment within the portfolio process through questionnaire data collected from 36 preservice teachers at three different points during a one-semester reading methods course. Within their portfolios students were to demonstrate competence in the following areas: (1) understanding of the history of elementary and secondary literacy instruction; (2) understanding of the theories and principles that support literacy instruction; (3) knowledge of the interrelationship between assessment and instruction; (4) ability to assess, plan, and reflect upon the instruction; and (5) knowledge of interesting and appealing trade books. Questionnaires collected early in the semester showed that students' thoughts about reinforced a passive, appreciative mode, while the political demanded engagement with provocative questions. Responses to an essay question showed passive responses to social problems such as the homelessness investigated in George Orwell's "Down and Out in Paris and London." It is clear that the problems with those responses resulted from the course's own conflicted trajectory: what began as a course in intellectual spectatorship ended with a call for social action. There are, however, other more productive ways to unite the poetical and political; the two, for instance, can be contrasted in a study of British identity. (TB)

ED 378 579 CS 214 696

Root, Robert L., Jr.
Once More to the Essay: Prose Models, Textbooks, and Teaching.
PUB DATE- Nov 90
NOTE- 24p.; Paper presented at the Annual Meeting for the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anthologies; Essays; Higher Education; *Student Needs; Textbook Research; *Writing (Composition); *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Composition Theory

A study of 24 composition anthologies that reprinted E. B. White's "Once More to the Lake" reveals a number of disturbing assumptions among the editors of these anthologies. Four areas of examinations were concentrated on: (1) classifications of White's essay; (2) thematic categories; (3) suggestions for writing; (4) study apparatuses; and (5) context. Results were disparate; they revealed, for instance, that authors place unreasonable demands on students in the study apparatuses they write. Students must be able to read not only the author's but also the editor's mind. Generally, results showed that if there is some agreement about the reasons students should be assigned readings in a composition course, there is little consensus about what kind of reading White's essay is and what students ought to be gaining by reading it and using it as a stimulus. The attempt to teach critical reading may be valuable for readers; the attempt to apply literary approaches to non-fiction prose may be worthwhile for young literary scholars and critics; the attempt to provide a text for a course in the essay may be attractive; but none of these attempts succeeds very well at getting at the center of the composition course--the student's own writing. Most anthologies have precious little to say about the process of composition. (Contains six tables and 34 references.) (TB)

ED 378 580 CS 214 697

Storey, Dee
Visual Literacy: College Students Respond to Picture Books.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childhood Interests; Childrens Literature; Higher

of grades 2 through 7 throughout the Appalachian region, followed up by two more meetings during the following school year. "Connections," the first chapter of the book, presents essays and student products which illustrate the bond between fantasy and reality, including "Of Quests and Fantasy" (Jane Louise Curry), and "Truth on a Slant: The Psychic History of the Gender Wars in the Jenna Novels of Jane Yolen" (Robert J. Higgs). "Themes," the second chapter of the book, is comprised of brief essays and student products on the three most recurring themes--friendship, the hero, and "memento mori." "Approaches," the third chapter, represents the classroom application of the philosophical and literary ideas examined in the first two chapters, including "Alice and the Reader: Duo in Wonderland" (Ronald K. Giles), "Creative Dramatics with Third-Graders: Turning Narrative into Drama Using 'The Wind in the Willows'" (Robbin Sharpe Nuckolls), and "An Approach to 'The Hobbit'" (Jo Ann Hess). "Reflections," the fourth chapter, presents the reflections of participants, including "Lifelong Returns from the Fantasy Institute" (Earlene Misener) and descriptive information about the "Fantasy Fair" that concluded the year-long project. Appendixes list participants, staff, and mentors. Lists of 114 books, 189 articles, and 42 reference materials on fantasy literature are attached. (RS)

ED 378 599   CS 214 726

Wardhaugh, Ronald
Understanding English Grammar: A Linguistic Approach.
PUB DATE- 95
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *English; *English Instruction; *Grammar; Higher Education; Language Patterns; Language Usage; Linguistics; Phonology
IDENTIFIERS- Linguistic Context

Deliberately pedagogical in its orientation, this book presents the essentials of English structure in a framework derived from modern linguistic theory and in a way that should be comprehensible to beginning students. The book is intended to offer students an understanding of what is involved in the scholarly study of language as they acquire an extensive knowledge of English grammar. Chapters in the book are: (1) Preliminaries; (2) Word Classes; (3) Constituents and Phrases; (4) Basic Clauses; (5) Coordination and Embedding; (5) Clausal Variation; (7) Underlying Relationships; (8) Rules and Principles; (9) Sounds and Systems; (10) Phonetic Realization; (11) Word Formation; (12) Words and Sounds; (13) Sounds in Context; and (14) Further Reading. Each chapter in the book concludes with a number of exercises, some easily answerable, others more open-ended. An indexed glossary concludes the book. (RS)

ED 378 600   CS 214 730

Muller, Gilbert H., Comp.; Williams, John A., Comp.
Bridges: Literature across Cultures.
PUB DATE- 94
NOTE- 1,066p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

a "passing trend." Between 1988 and 1991, assessment activity on college and university campuses moved from a 55% level of involvement to 81%. Following certain steps allows for an approach that needs to be taken to make the transition to departmental assessment a manageable one. The plan not only focuses on developing departmental acceptance of the process, but it also recognizes the value of strategic positioning of the department in the total university environment. First, it is important to have at least one individual in the department with a working knowledge of communication assessment. This person must become familiar with key resources in communication assessment, particularly SCA actions on assessment, published resources, other campus initiatives, and various assessment tools. Second, the concerns and suspicions among departmental faculty must be replaced by an attitude that encourages empowerment and ownership. Faculty must feel that they own the process and not that it is being dictated to them. Third, faculty must stay in touch with university assessment initiatives and make sure their views are represented in university discussions and mandates. Fourth, assessment must be brought directly into the department's structure. Fifth, faculty should look at communication departments on other campuses. Sixth, faculty must investigate creative means of funding assessment. In general, the department chair is the key person when it comes to assessment efforts. (TB)

ED 378 618 CS 508 793

Perrigo, Eileen M.
Business and Professional Communication: Where Are We Now? Are We Teaching Skills That Are Necessary in Business Today?
PUB DATE- 21 Nov 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Business; *Business Communication; *Business Education; Communication (Thought Transfer); Communication Research; Higher Education; *Skill Development; *Verbal Communication; Writing Skills
IDENTIFIERS- Management Skills; *Professional Concerns; Teacher Surveys

The current trends of today's workplace indicate that effective communication in business is very important. If academics are in sync theoretically and conceptually with the business world, they are not effectively communicating those theories and concepts to students; academics must be stronger in the area of application. A survey was conducted of 1,000 managers/recruiters as well as academicians who teach business and professional communication at colleges and universities; 346 questionnaires were returned. Academics and recruiters generally agreed on the top five characteristics necessary for new hires in getting and keeping a professional job: ability to communicate; ability to get along with people; listening effectively; and teamwork capabilities. Academics included "writing effectively" on their list; recruiters included "time management skills." An examination of texts used in business communication courses shows strong similarities on the level of content. However, professors should go beyond instruction in communication techniques to engage students more deeply in the

*Participative Decision Making; *Policy Formation; *Politics of Education; Public Schools; Satisfaction; *School Based Management; School Districts
IDENTIFIERS- *Texas

As Texas public schools undertake their third year of implementing site-based decision making (SBDM), it becomes increasingly important to examine the extent to which SBDM has achieved its purported goals. This paper examined how Texas public school districts might effect mandated governance changes through the political phenomenon known as site-based decision making, and examined the influence these governance changes might have on public participation in educational policy decisions. It also examined citizen demands related to policies enacted. The Delphi method was used with two panels of experts composed of: (1) board presidents, superintendents, and principals; and (2) parents and community/business members. Three rounds were conducted with each panel. A total of 66 people participated in the first round, 55 of the original panel in the second round, and 50 of the original panel in the third round. Questionnaires sent to 284 executive committee members of professional organizations yielded 215 responses, a 76 percent response rate. Participants perceived that SBDM offered increased opportunities for citizen participation at the school site; however, they saw conflict as inevitable. In particular, the domains of goal setting, staffing, and school organization will offer constituents the greatest opportunity for influencing education policy. They also regarded SBDM as a vehicle for articulating demands to policymakers, which would increase congruence between citizen demands and policy, thus creating greater democratization of the policy-formation process and reducing citizen dissatisfaction in general. It is recommended that school districts, board members, and administrators: (1) develop leadership, communication, problem-solving, conflict resolution, goal-setting, and consensus-building skills; (2) expand their knowledge and expertise in the politics of education and participative decision making; (3) involve SBDM committees in the budgeting and curriculum-development process; (4) establish a community-relations program; and (5) analyze their own board-superintendent culture and decision-making behavior. (LMI)

ED 378 637 EA 026 323

Hammiller, Ruth E.; Capper, Colleen A.
The Principal's Role in Neighborhood-Based Interagency Collaboration: A Peripheral and Flexible Link.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Agency Cooperation; Community Coordination; *Cooperative Planning; Elementary Secondary Education; *Principals; School Community Programs; *School Community Relationship; Social Services

Community-based interagency collaboration may allow agencies to more effectively involve residents and create a preventive, proactive social-service delivery system. This paper presents findings of a study that investigated the role of principals in community-based interagency collaboration (CBIC) in a large

Performance; Productivity; *Public Schools; *School Based Management; School Effectiveness; Standards

This book was designed to help citizens evaluate and improve their local schools. It contends that the solution to the potential end of America's progress is through positive school reform--the public management of schools. It presents a system of participative and results-oriented management that is implemented by boards, administrators, and teachers. The first two parts provide an overview of the system and the history of the public-management revolution. Part 3 describes the what, who, why, and how of beginning the public-management revolution in America's schools. The fourth part describes the system's three primary components--governance policies, management plans, and performance measures. Guidelines for implementing the system's evaluation techniques for school improvement--using outside audits, conducting parent and teacher surveys, and evaluating student test data--are outlined in the fifth part. Part 6 offers strategies for rewarding staff through participative management plans, and part 7 describes a plan and criteria for evaluating the school board and superintendent. The final chapter summarizes the results in 10 school districts that applied participative-management plans. It is concluded that: (1) America's students and teachers can achieve more than has generally been assumed; (2) the biggest learning gains have occurred in urban communities; (3) good teaching makes a big difference; and (4) performance differences are driven by participative management and performance measures. Seventeen exhibits and 2 figures are included. (LMI)

ED 378 655 EA 026 414

Fuller, Bruce, Ed.; Rubinson, Richard, Ed.
The Political Construction of Education: The State, School Expansion, and Economic Change.
PUB DATE- Apr 92
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compulsory Education; *Economic Development; *Educational Demand; Educational History; Elementary Secondary Education; Foreign Countries; *Government Role; Government School Relationship; *Political Socialization; Politics of Education; Supply and Demand
IDENTIFIERS- *Political Economics

Since 1985, a group of scholars has formed the School Expansion Workshop to examine empirical evidence for causal theories of school expansion. This book contains a collection of articles that are the result of the workshop's annual meetings. Specifically, the book asks, What forces are driving the spread of mass schooling? The preface, by Bruce Fuller and Richard Rubinson, is titled "Does the State Expand Schooling? Review of the Evidence." Part 1 focuses on how popular demand for more schooling is constructed, largely but not exclusively by political actors. Chapters include: (2) "The Rise of Popular Literacy in Europe" (David Mitch); (3) "Building the Institution of Mass Schooling: Isomorphism in the Modern World" (Francisco O. Ramirez and Marc J. Ventresca); (4) "Institutions, Citizenship, and Schooling in Sweden" (John Boli); (5) "Western versus Islamic Schooling: Conflict and Accommodation in Nigeria" (William R. Morgan and J. Michael Armer); and (6) "Legitimating the State's Involvement in Early Childhood Programs" (Sorca O'Connor). Part 2 focuses on school sites. The last chapter reviews action necessary to facilitate linkages between schools and health services, and the status of Arizona efforts. It concludes with some considerations for the future. A conclusion is that the state is making significant progress toward promoting and, in some schools, implementing such services. Eight tables and seven figures are included. (LMI)

ED 378 674　　　　EA 026 435

Freeman, Frank H., Ed.; And Others
Leadership Education: A Source Book, 1994-1995. Fifth Edition.
PUB DATE- 94
NOTE- 577p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrator Education; Audiovisual Aids; *College Programs; Conferences; *Curriculum Development; Directories; Educational Administration; Higher Education; *Leadership; *Leadership Training; Management Development; Management Games; Measurement Techniques; Professional Associations; Reference Materials

This book is the fifth edition in a series designed to help individuals plan programs and teach courses in leadership. It offers descriptions of various methods, designs, current texts, and development tools for teaching leadership education. Following the introduction, the first part on courses and programs includes sections on the following: leadership majors and minors; courses on college and university campuses; programs on college and university campuses; programs and resources for the professions; programs for community and nonprofit leadership; other course and program resource material; and a cumulative list of courses and programs for 1986-1992. The volume also provides an annotated bibliography; a list of films and videos; directories of resource persons, resource organizations, and conferences and meetings; and an index. (LMI)

ED 378 675　　　　EA 026 438

Pounder, Diana G.
Evaluating Theory-Practice Linkages in Administrator Preparation.
PUB DATE- 94
NOTE- 17p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Doctoral Degrees; *Doctoral Programs; *Educational Administration; *Field Experience Programs; *Graduate Study; Higher Education; Internship Programs; *Theory Practice Relationship

This paper presents findings of a study that evaluated the effectiveness of a field-based doctoral program in educational administration. The Ed.D. program at the University of Utah attempted to link theory and research to the practice of improvement. Specifically, the study examined the degree and ways in which student field-based projects and coursework resulted in program or policy changes in schools or other education-related agencies. Data were obtained from a survey of

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Censorship; *Civil Rights Legislation; *Constitutional Law; *Court Litigation; Elementary Secondary Education; *Freedom of Speech; Racial Bias; *Racial Discrimination; School Policy; Student Rights; Teacher Rights
IDENTIFIERS- *Hate Speech; *Political Correctness

Both freedom of speech and freedom from discrimination are generally accepted expressions of public policy. The application of these policies, however, leads to conflicts that pose both practical and conceptual problems. This paper presents a review of court litigation and addresses the question of how to reconcile the conflicting societal goals of free speech and freedom from discrimination, considering the limited guidance provided by courts. The following principles emerged from the review of cases: (1) Racially biased conduct, including speech, which interferes with another person's ability to benefit from or participate in the district's programs creates an unlawful racially hostile educational environment; (2) school districts have an affirmative obligation to take prompt and decisive remedial action when racially biased conduct creates a hostile educational environment; (3) the nature of the remedial action must be designed to redress the harm caused by the offensive conduct and prevent its recurrence; (4) speech or expressive conduct which, although offensive, does not interfere with another person's ability to benefit from or participate in the district's program is protected by the state and federal constitutions; and (5) school districts should adopt a clear statement of policy in support of an educational environment free of racial or other bias as well as a complaint procedure under which racial incidents may be fairly and systematically investigated. A model school district policy is included. (LMI)

ED 378 696 EA 026 466

Juengart, Laurie S.
The Americans with Disabilities Act and Family and Medical Leave Act: Legal Requirements, Negotiations and Policy Considerations.
PUB DATE- Nov 94
NOTE- 15p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (San Diego, CA, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collective Bargaining; Disabilities; *Disability Discrimination; Elementary Secondary Education; *Federal Legislation; Labor Relations; *Legal Problems; *Legal Responsibility; Personnel Policy; Teacher Rights
IDENTIFIERS- *Americans with Disabilities Act 1990; *Family and Medical Leave Act 1993

The Americans with Disabilities Act (ADA) and Family and Medical Leave Act (FMLA) are two major pieces of social legislation that impact private and public employers, including school districts. Public school employers must have thorough awareness of the legal requirements of both laws and must analyze the ways in which those requirements interface with collective-

Responsibility; *Policy Formation; School Community Relationship; Student Behavior

This report presents the outcomes of a policy forum convened to address issues of disciplining students with disabilities. Summaries of panel presentations are provided, focusing on legal and policy issues, school/interagency solutions/good practices, and family and community issues. Observations and recommendation of forum workgroups are also summarized, in the areas of: definition/scope of discipline, interagency/community/family issues, systemic reform practices, array of services and intervention strategies, and training and empowerment. Forum participants recommended that a range of discipline options be available, and the focus should be on early intervention. The school curriculum should include the development of prosocial behaviors, problem solving, mediation, negotiation, and other skills that lead to positive student behaviors. In general, forum participants favored an emphasis on dissemination of information about effective practices and support for systemic capacity building, rather than the development of additional federal and state law and regulation changes. Appendixes provide a participant list and forum agenda. (JDD)

ED 378 714 EC 303 610

Ahearn, Eileen M.
Mediation and Due Process Procedures in Special Education: An Analysis of State Policies. Final Report. Project FORUM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Sep 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Arbitration; Conflict Resolution; *Disabilities; *Due Process; *Educational Policy; Elementary Secondary Education; Hearings; Incidence; National Surveys; Program Effectiveness; *State Government

This survey of 50 states and 3 of 10 non-state U.S. jurisdictions concerning state due process procedures focuses mainly on the use of mediation as a form of dispute resolution that offers an alternative to due process hearings in special education. A background section discusses the definition of mediation and the mediation process. Survey findings that are discussed include the prevalence and duration of state mediation systems, timelines, mediators, funding, the involvement of attorneys, number of mediations held for the years 1991 through 1993, and mediation effectiveness. Statistics are provided on the number of mediations held from 1991 through 1993 by state; the percentage of mediations not resulting in agreement; the number of due process hearings requested, held, and appealed for 1991 through 1993; design of systems as one-tiered (single hearing process provided by the state) or two-tiered (local initial hearing with state-level appeal); and timelines in due process systems. Opinions of state personnel favored the use of mediation as an effective mechanism for implementing the procedural safeguards of federal special education statutes, but felt that the opportunity for due process should be kept in place. The paper recommends the compilation of national data on due process procedures, and training of educators in dispute prevention. Appendixes provide a copy of the survey form and a list of state contacts. (Contains 20 references.) (JDD)

Filbin, Janet; Kronberg, Robi
Ideas and Suggestions for Curricular Adaptations at the Secondary Level: Colorado Effective Education Model.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 93p.; For the elementary level manual, see EC 303 630.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Classroom Techniques; *Curriculum Development; Educational Practices; Inclusive Schools; Instructional Development; *Learning Activities; Mainstreaming; Secondary Education; *Severe Disabilities; *Student Educational Objectives
IDENTIFIERS- *Colorado

This manual was developed in conjunction with the implementation of the Colorado Effective Education Model, a systems change project designed to develop best educational practices for students with severe disabilities in inclusive settings. The manual presents adaptations to better meet secondary level students' goals and objectives and describes processes for identifying student outcomes within the context of regular education curriculum/activities. Introductory sections offer general guidelines for designing curricular adaptations to enhance learners' participation and level of mastery, and offer guidelines for designing noncurricular adaptations in the environment, materials, assistance, and presentation. A decision-making framework for using adaptations is provided, followed by a case study applying the framework. A chart then lists curricular outcomes, activities, basic proficiencies, and adaptations in the areas of: (1) English/language arts (communications/basic composition, American literature, poetry, and world literature); (2) social studies (current events and family living); (3) science (life science and ecology); (4) Spanish; (5) mathematics (basic math and geometry); (6) theater; (7) computer keyboarding; (8) choir; (9) weightlifting; (10) world geography; (11) media production; and (12) daily preparation. (JDD)

ED 378 735 EC 303 632

Altamura, Marilyn T.
A Multicultural Awareness Program To Improve Language and Thinking Skills to a Group of Language Deficient Preschool Students.
PUB DATE- 18 Jun 93
NOTE- 118p.; Master of Science Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Awareness; Curriculum; English (Second Language); Inclusive Schools; *Language Acquisition; *Language Impairments; Limited English Speaking; Low Income Groups; Mainstreaming; *Multicultural Education; Preschool Education; *Thinking Skills

This practicum project exposed seven preschool students with language deficiencies to multicultural experiences and strategies, resulting in improvements in both language and thinking skills. The children were included in a regular

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agency Cooperation; Delivery Systems; Demonstration Programs; *Disabilities; *Early Intervention; Inclusive Schools; *Individualized Family Service Plans; Infants; Kindergarten; Mainstreaming; *Outreach Programs; Preschool Children; Preschool Education; Referral; Social Integration; Special Classes; Toddlers; *Transitional Programs

IDENTIFIERS- *Bridging Early Services Transition Project

The Bridging Early Services Transition (BEST) Project--Outreach was designed to help families, administrators, and service providers facilitate the transition of young children, birth through age 5, as they move between services and service systems including: from early intervention to special preschool services; from Head Start or preschool to kindergarten-level programs; and from more restrictive special programs to less restrictive centers which serve all similar aged children in the community. Planning for these transitions as part of each family's Individualized Family Service Plan is required under federal law. The BEST model includes formats for: (1) local interagency needs assessments; (2) interagency agreements; (3) communication between families and service providers; (4) family partnership in decision-making; (5) constructing interagency and intra-agency transition timelines; (6) building a transition timeline for each child; (7) identifying local agencies for referral; (8) preparing the child for changes in programs and personnel; (9) systems change to incorporate more options for inclusive services; and (10) evaluation of transition procedures. The project worked with state leaders and local service systems in 17 states to develop state and local transition services. Sections of this final report address goals and objectives, the project's conceptual framework, a description of outreach activities, problems encountered, evaluation findings, project impact, and future activities. Appendices include a project brochure, staffing information, and evaluation data. (Contains 89 references.) (DB)

ED 378 754 EC 303 652

Rule, Sarah; And Others

The Integrated Outreach Project. Final Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

PUB DATE- 94

NOTE- 251p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Practices; Experiential Learning; Graduate Study; Higher Education; Inclusive Schools; *Inservice Teacher Education; Instructional Improvement; Mainstreaming; *Outreach Programs; *Rural Education; School Personnel; Teacher Education; Teacher Effectiveness; *Technical Assistance; Workshops

This report describes activities of the Integrated Outreach Project, which provided workshops and follow-up technical assistance to 248 early intervention personnel in rural areas of Utah, Idaho, Arizona, and Wyoming. Over the 3-year period, the project directly benefitted 1,183 children with disabilities and 810 typically developing peers. A training cycle of entry, contracting, action-taking, and ongoing evaluation was developed, implemented, and found to be

Iowa Behavioral Initiative Concept Paper.
PUB DATE- Sep 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Development; *Behavior Problems; *Change Strategies; *Classroom Techniques; Discipline; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Inservice Teacher Education; *Staff Development; State Programs; *Student Behavior
IDENTIFIERS- *Iowa

The Iowa Behavioral Initiative is a staff development venture designed to help educators with the increasingly complex student behaviors which seem to defy former standards of intervention. Participation in the Initiative activities provides general and special educators with practical, validated strategies for dealing with student behavior problems. This booklet examines what is known about challenging behaviors and discusses issues and concerns in serving students with behavioral problems. An educational philosophy is presented, emphasizing Iowa's commitment to ensuring the social, emotional, and behavioral preparedness of all students. Beliefs supporting this philosophy are outlined, such as achieving student discipline through instruction rather than coercion, focusing on prevention and early intervention, and viewing the child as part of a family with complex needs and strengths. Attitudes, skills, and systems most likely to lead to student behavioral success and a positive school climate are spelled out. The mission and goals of the Iowa Behavioral Initiative are presented, and each of the five components is discussed: (1) the Behavioral Teams Academy, (2) the Statewide Behavioral Disorders Network, (3) the Interagency Cadre, (4) demonstration sites, and (5) information dissemination. (Contains 17 references.) (JDD)

ED 378 773 EC 303 672

Hutinger, Patricia, Ed.
ACTTive Technology, 1993.
PUB DATE- 93
NOTE- 74p.; A product of Project ACCT (Activating Children Through Technology).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Assistive Devices (for Disabled); Classroom Techniques; Computer Software; Computer Software Reviews; *Computer Uses in Education; *Disabilities; Educational Strategies; *Educational Technology; Preschool Education

This document consists of the four issues of project ACCT's newsletter issued during 1993. Issues provide articles, instructional activities, product announcements and reviews, and features on using computers and other assistive technologies with preschool children who have disabilities. Major articles include: "Preparing the Preschool Computer Environment," "Severe Disabilities and the Computer Environment," "Logo Has Place in Early Childhood Curriculum" (Patricia Hutinger and Joyce Johanson); "Macintosh Applications for Young Children" (Linda Robinson); "ACTT Identifies Six Levels of Switch Progression" (Linda Robinson); "Early-On Program Reinforces Off-Computer Stories with PowerPad Activities"; "Assistive Technology CAN GO HOME!"; and "Children

ED 378 318 CE 067 886

The Coordination of Job Training. Strategies for the Delivery of Services between Vocational Education Agencies and Private Industry Councils/SDAs. The 1993 Biennial Report as Required by Carl D. Perkins Vocational & Applied Technology Education Act of 1990 (P.L. 101-392).
PUB DATE- Aug 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Cooperation; Community Colleges; Consortia; Cooperative Planning; *Coordination; Delivery Systems; Educational Cooperation; Educational Planning; Educational Strategies; Government School Relationship; *Job Training; *Partnerships in Education; Postsecondary Education; Private Agencies; Public Agencies; School Business Relationship; School Districts; Secondary Education; *Statewide Planning; *Strategic Planning; Tables (Data); *Vocational Education
IDENTIFIERS- *California; Private Industry Councils; Service Delivery Areas

Coordination of job training delivery strategies by vocational education (VE) agencies and private industry councils/service delivery areas (PICs/SDAs) throughout California in 1993 was reviewed. Among the review's main findings were the following: more than 9 of 10 SDAs have VE representatives on PICs; community colleges are the VE representatives most frequently chosen for PICs; only 36% of SDAs have awarded contracts to VE agencies to foster coordination; 95% of SDAs involve VE representatives in general SDA program planning; VE representatives cite running summer youth programs as a key coordination strategy; and VE representatives consider training contracts and joint program planning the most effective coordination strategies, whereas SDAs consider memorandum-of-understanding arrangements and VE training contracts most effective. SDAs rated the effectiveness of working with the following educational agencies as follows (on a 10-point scale): high schools, 6.7; adult education, 7.3; regional occupational centers/programs, 7.1; community colleges, 7.5; and all VE programs and agencies, 7.0. Both SDAs and VE agencies recommended more coordination between state-level agencies and development of shared information sharing/client referral systems. (Appended is information about 24 regional consortia involving SDAs and VE agencies. Twenty-six tables are included.) (MN)

ED 378 319 CE 067 891

American Poverty: The Role of Education, Training and Employment Strategies in the New Anti-Poverty Struggle.
PUB DATE- 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; Adult Education; Change Strategies; Demography; Economically Disadvantaged; Economic Research; *Educational Change; Educational Needs; Educational Research; *Education Work Relationship; Federal Programs; Homeless People; Information Sources; *Job Training; Outcomes

occupations. The first three units are divided into subunits. These units (communications literacy, mathematics literacy, and science literacy) list the competencies for each subunit. The remaining units are divided into competencies, followed by a listing of competency builders. These units are as follows: technology literacy, employability skills, professionalism, teamwork, quality assurance, technical recording and reporting, computer literacy, workplace safety, supervision, microcomputer electronics technology, drafting technology, computer-assisted drafting and design (CADD) fundamentals, application programming and design, and local area network (LAN) operations. (YLB)

ED 378 337 CE 067 913

Williams, Teresa; Green, Adrian
Dealing with Difference: How Trainers Can Take Account of Cultural Diversity.
PUB DATE- 94
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Adult Education; Adult Students; Annotated Bibliographies; Behavioral Objectives; Check Lists; Classroom Techniques; *Cross Cultural Training; *Cultural Differences; Learning Activities; *Multicultural Education; Organizational Climate; Teacher Role; *Teacher Student Relationship; *Trainers; *Training Methods; Transfer of Training

This book is designed to familiarize trainers with the implications of culture on the learning and development process and provide them with practical techniques for taking different cultural values into account when planning and delivering training. The book consists of 18 chapters organized into 4 parts as follows: culture and training (risks of ignoring cultural issues, what culture is, and the trainer's role in multicultural education); learners from different cultural groups (organizational culture and national differences); culture and the learning event (advertising literature, application forms, joining instructions, briefings/briefing notes, precourse work, precourse questionnaires, icebreakers, training sessions, and rules and rule breaking); and the way forward (the cultural dimension, transfer of learning, and final preparations for delivering multicultural training). Twelve tables/diagrams, 16 activities for trainers, and 5 activities for learners are included. Appended is a checklist for trainers to use in assessing their ability to manage the implications of culture for the learning and development process. An annotated bibliography lists 10 references/resources. (MN)

ED 378 338 CE 067 914

Easterby-Smith, Mark
Evaluating Management Development, Training and Education. Second Edition.
PUB DATE- 94
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)

on 4 data categories: standard industrial classification; training in Britain industry groupings; training in Britain summary groupings; and training provision. (MN)

ED 378 356 CE 067 947

Gray, Lynton; Warrender, Ann-Marie
Cost-Effective Technical and Vocational Education in Developing Countries. Coombe Lodge Report.
PUB DATE- 93
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; *Cost Effectiveness; *Developing Nations; Educational Change; *Educational Finance; Educational Needs; *Educational Practices; Educational Strategies; Foreign Countries; International Educational Exchange; International Organizations; Program Development; *Program Improvement; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- Nigeria; Thailand

A study examined ways of reducing the costs of technical and vocational education in developing countries. The major study activities were as follows: an extensive literature search; interviews with individuals experienced in designing and delivering vocational programs for developing countries; field investigations in Thailand and Nigeria; and an extensive literature analysis of project documents and field manuals of major agencies concerned with international development, including the World Bank and International Labour Office. The following issues were examined: underpinning aspects of primary and secondary education; innovative curriculum strategies; substitute training technologies; use of employer, community, and trainee perceptions in analyzing needs and setting goals; donor agency strategies for assessing system needs and agreeing on intervention strategies; assessing the capacity of existing training institutions; using facilities and equipment more extensively; obtaining recurrent support for workshops, training centers, and maintenance infrastructures; and improving links with local industry. Two series of recommendations were developed. The first consisted of strategies for improving the ratio between measuring inputs and outputs, and the second concerned increasing vocational education's effectiveness by improving the quality of its outputs and focusing more closely on the central purposes of vocational training were developed. (Contains 92 references.) (MN)

ED 378 357 CE 067 948

Evans, Geraldine; And Others
Franchising in Post-16 Education. Coombe Lodge Report.
PUB DATE- 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Articulation (Education); Business Education; *Community Colleges; Educational Change; Educational Finance; Educational Practices; Foreign Countries; *Franchising; Higher Education; Negotiation Agreements; Postsecondary Education; Secondary Education; *Technical Institutes; Vocational Education

Discussion.
PUB DATE- 4 Nov 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Nashville, TN, November 4, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Citizen Role; Citizenship; *Citizenship Education; Educational Development; *Educational History; *Lifelong Learning; Nonformal Education; Public Affairs Education; *United States History
IDENTIFIERS- *Franklin (Benjamin); *Juntos

Lifelong learning and adult education have long been the vehicle for change in the growth and development of the United States. Benjamin Franklin helped to promote the concept of lifelong learning and adult education and perhaps planted a few seeds for a new freedom when he developed the Junto in 1727. The Junto, which met for purposes of inquiry, debate, and personal improvement, lasted for nearly 40 years and eventually became the American Philosophical Society. The Franklin Institute was dedicated to ideals by which Franklin lived--those of promoting useful knowledge, invention, and discovery. The institute and other similar organizations such as the Lowell Institute, Lyceum Movement, Chautauqua, and the University of Chicago's Extension Programs continued to promote education for adults and youth. The Junto is one way to overcome the sense of helplessness experienced by many individuals in today's political "largeness." People can start groups within their communities, neighborhoods, places of employment, and churches for the purposes of self-directed learning in civic and other matters as well as self-improvement. (The narrative is followed by 16 quotations; a list of 18 writings that can provide historical reference and understanding of U.S. political development; a list of 8 historical documents on government in relation to the United States. An appendix provides information on how to develop and promote a junto. Contains 15 references. (YLB)

ED 378 375 CE 067 999

Tyree, Jimmy L.
Responding to HIV and AIDS. A Training Manual for United States Probation Officers. Participant's Edition.
PUB DATE- Feb 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adult Education; *Confidentiality; Confidential Records; Correctional Rehabilitation; Disabilities; *Disease Control; Federal Legislation; Laws; Physical Health; *Probation Officers; Social Discrimination

This training manual provides U.S. Probation Officers with a useful guide in understanding the dynamics of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS). It also gives advice on making this information specific and appropriate to the offenders with whom they work on their caseloads. The manual contains six core training modules that include brief training notes and quizzes.

(ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Citizen Participation; Citizenship Responsibility; *Demography; Educational Background; *Individual Characteristics; Literacy Education; *Voter Registration; *Voting; Young Adults

A study explored the contribution of selected literacy, demographic, and sociopolitical variables on registering to vote and on voting, using as a database a subset of the respondents to the Young Adult Literacy Survey, administered in 1985 to a stratified national sample of 21- through 25-year-olds. Three sets of independent variables were explored: demographic characteristics, political participation, and literacy practices and proficiencies. When a bivariate probit regression model with sample selection was applied to these data, only the amount of hard news read and years of education were significant predictors of voting, given registration. For registration, these variables, plus ethnicity/race, television viewing, and the degree to which one keeps up with governmental affairs were all significant predictors. The conclusion was that increased education and increased attention to hard news reading within school and adult education curricula could lead to increased propensities to vote. Appendixes include five data tables. Contains 6 endnotes and 24 references. (Author/YLB)

ED 378 394 CE 068 055

Murray, T. Scott
Proxy Measurement of Adult Basic Skills: Lessons from Canada.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Developed Nations; Estimation (Mathematics); Evaluation Methods; *Evaluation Utilization; Foreign Countries; Literacy Education; Measurement Techniques
IDENTIFIERS- *Canada; *Proxy Measurement

"Proxy" measures have been developed and applied that extend the usefulness of direct assessments of adult basic skills. Three categories of users of data on adult literacy are as follows: (1) government authorities who need objective data to inform the decision-making process; (2) program delivery institutions who require an assessment tool to diagnose individual student needs, information to guide their own program and product development, and information to justify government funding; and (3) individuals who require information to define their own need for remedial training and to marshal societal awareness and maintain the political will to justify continuing investment. Prevailing approaches to measurement have been criticized for several reasons: a common definition of literacy is not feasible or desirable and the estimates derived from statistics are useless due to measurement error. The Canadian experience offers insight into the implications of direct assessments for proxy measures in three areas: correction factors for estimates of educational attainment-based proxy program and to teachers working with children at both entry and exit from the program. An indepth study was conducted of 134 families for whom there were complete sets of entry/exit data: literacy scores, competency levels, parenting interview, and parent or teacher questionnaire on child behavior. Findings indicated the following: gains were made in reading, writing, and math; almost one-third of parents obtained the General Educational Development certificate; almost one-third became employed; and over one-third enrolled in another academic or vocational program. Parents reported the following: they read more often to their children; participated in more activities with their children; understood more readily that children learn better through play; spent more time talking with children about concepts and ideas; involved themselves more in their child's school; volunteered at school more often; and participated more often in the school's parent organizations. The children increased social skills, ability to understand another person's speech, ability to use large and small muscles, and self-esteem and self-help skills. Suggestions were made to strengthen evaluation of family literacy programs. (Appendixes include demographics, evaluation guidelines, and assessment intake and exit measures.) (YLB)

ED 378 412   CE 068 109

GNVQs 1993-94: A National Survey Report. An Interim Report of a Joint Project. The Evolution of GNVQs: Enrolment and Delivery Patterns and Their Policy Implications.
PUB DATE- 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Certificates; Educational Change; Educational Development; Employment Qualifications; Enrollment; Foreign Countries; National Programs; Postsecondary Education; Secondary Education; *Student Certification; *Vocational Education
IDENTIFIERS- England; *Great Britain; *National Vocational Qualifications (England); Northern Ireland; Wales

A project examined how General National Vocational Qualifications (GNVQs) are evolving and how far their development is in line with the objectives originally set out for them by the government. Information was collected from institutions in England, Wales, and Northern Ireland, which began offering GNVQs in 1993-94. The survey examined the five subject areas generally available to centers: art and design, business, health and social care, leisure and tourism, and manufacturing. Data were collected on Intermediate and Advanced GNVQs. Detailed responses were obtained from 156 centers and 1,103 students. Findings indicated major differences between schools, further education (FE) colleges, and sixth-form colleges in the sort of GNVQ programs offered. The most popular area of study was business. Centers chose to offer GNVQs because the government was perceived to be phasing out older awards. The rapid growth of GNVQ enrollments reflected a major change in young people's educational aspirations rather than any characteristics of the awards themselves. Very large numbers of GNVQ students aspired to higher education. The actual qualifications of the current Advanced GNVQ cohort differed substantially from those given by centers as their official entry criteria. Approaches to core skills teaching were extremely variable. GNVQs seemed to be evolving very much as an educational rather than vocational award. (Twenty-seven components of listening, discussing, and acting. It reviews communication skills that workshop participants may already have and offers strategies that may be used in more complicated situations. All of the materials and learning activities presented are applicable to both telephone and face-to-face communication and are designed to reinforce listening and conflict resolution skills. Each of the 4 workshop sessions included is designed to be competed in 2 hours. The primary objectives of the four sessions are as follows: identify communication difficulties and introduce the basic communication model; define and practice "active" listening techniques; identify and practice discussion/problem-solving strategies, including effective responses to criticism; and identify and practice techniques to conclude conversations, follow through on promised actions, and resolve conflict. Each section contains some or all of the following: objective, list of materials needed, detailed outline of procedures for facilitators to use in conducting activities, student handouts, and flipcharts. (MN)

ED 378 431 CE 068 156

Consol, Colleen
Effective Writing in the Workplace: A Writing Workshop.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Jun 94
NOTE- 64p.; For related documents, see CE 068 153-167.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Business English; Learning Activities; Learning Modules; Teamwork; Workshops; *Writing (Composition); *Writing Skills
IDENTIFIERS- *Workplace Literacy

This document is the instructor's edition of a learning module that is designed to be presented as an 8-hour workshop to help workers master the skills needed for effective writing in the workplace. It was developed by educators from the Emily Griffith Opportunity School. The workshop materials are designed to enable participants to do the following: apply the various steps of the writing process (planning, drafting, and revising) to their writing needs in the workplace; use principles of business composition (including direct language and positive tone); integrate principles of organization and formatting to produce and enhance business documents; and write collaboratively with other employees. The following materials are included: overview of the workshop's objectives and scope, instructor's notes, participant's package, and a list of resources. Included in the instructor's notes section are a workshop agenda, outlines for each of the workshop's two sessions, and answer keys to the participant handouts. The participant's package contains a workshop agenda and 22 handouts. Contains six references. (MN)

ED 378 432 CE 068 157

Ingram, Pam
ESL in the Workplace--Reading & Writing.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Nov 94
NOTE- 59p.; For related modules, see CE 068 153-167.

cultural themes, which integrate spirituality and recovery from alcoholism, are outlined. The study identified two limitations in conducting research on alcoholism and spirituality among culturally diverse groups: the difficulty in obtaining large sample sizes, and the large standard deviations for both groups, suggesting the heterogeneity of spiritual development of recovering alcoholics. Implications for further qualitative inquiry and psychotherapeutic practice are made. (RJM)

ED 378 452 CG 025 656

Duker, Laurie
Preventing Child and Adolescent Firearm Injuries. Firearm Facts.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 92
NOTE- 5p.; For related Firearm Facts sheets, see CG 025 657-664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accident Prevention; *Adolescents; *Children; Family Violence; Homicide; *Injuries; Law Enforcement; Laws; Parent Influence; Poverty; *Prevention; *Violence
IDENTIFIERS- *Gun Control; *Guns

In an effort to reduce the current epidemic of gun violence among children and adolescents in the United States, this fact sheet presents various approaches to reducing access to and interest in carrying firearms. Suggested approaches to reducing access include: (1) urging parents to turn in their guns to police; (2) repealing anti-gun control legislation; (3) making illegal gun trafficking a priority for local law enforcement; (4) increasing fees for gun licenses; and (5) establishing confidential hotlines to report students carrying guns at school. Methods offered for reducing young peoples' desire to carry and use firearms include: (1) teaching parents and children to channel anger without resorting to violence; (2) teaching at-risk youth effective conflict resolution methods; (3) increasing availability of mental health services; (4) providing safe places for youth to congregate; and (5) reducing the glorification of violence in the media. Includes ways of assessing the true cost of gun violence. (RB)

ED 378 453 CG 025 657

Duker, Laurie, Ed.
The Financial Costs of Gun Violence. Firearm Facts.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 3p.; For related Firearm Facts sheets, see CG 025 656-664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Costs; *Health Care Costs; Health Insurance; Homicide; Medical Services; Patients; Taxes; *Violence
IDENTIFIERS- *Guns; Medicaid

Aside from the fear, isolation, or the loss of a loved one that violence imposes on many Americans, the financial burden placed on taxpayers through medical costs is significant. This fact sheet provides statistical information on the monetary impact of treating the "typical" gunshot victim in the United States. Data are provided on cost of direct medical services, lost wages and quality of life, cost to government assistance agencies and insurance firms, and financial difficulties placed references. (RJM)

ED 378 475 CG 025 873

Eberwein, Carolyn A.
Development of a Training Model To Increase Caseworker's Specificity, Clarity of Item Definition and Timeliness in Writing Individual Service Plans for Children in Foster Care.
PUB DATE- 93
NOTE- 56p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; Caseworker Approach; *Caseworkers; Child Caregivers; Children; Elementary Secondary Education; *Foster Care; *Foster Children; *Foster Family; Social Agencies; Social Workers; *Training Objectives
IDENTIFIERS- *Individualized Service Plans; Placement (Foster Care)

This paper reports on a practicum designed to teach foster-care caseworkers how to improve the specificity and clarity of item definition on Individual Service Plans (ISPs) for children in foster care. Most agencies require that within 30 days of accepting a child for foster care, agency caseworkers must complete an ISP which establishes goals for the child to meet with the help of his or her foster parents and foster-care agency caseworker. Goals are also set for the child's birth parents in order to prepare for the child's eventual return to the birth-family home. The caseworker must devise the goals in a timely manner, stipulating measurable outcomes, but in one agency noted in the paper, caseworkers set ISP goals that were unclear, difficult to measure, and lacking in behavioral specificity. After studying the problem, it was proposed that a two-part program be developed to try to remedy these difficulties. In part one, an Individual Service Plan Evaluation and Instruction instrument was developed. Then, for part two, an Individual Service Plan Tracking Sheet was used. Workers were trained to use both instruments. Although these measures demonstrated that ISP goals can be written more clearly in more measurable terms, the project's specific goals were not met. (RJM)

ED 378 476 CG 025 874

Pirrello, Kathleen
Improving Student Social Skills through Cooperative Learning and the Second Step Violence-Prevention Curriculum.
PUB DATE- Apr 94
NOTE- 79p.; Master's Practicum, Saint Xavier University. Some pages of appendices contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Antisocial Behavior; Children; *Cooperative Learning; *Curriculum Development; Elementary School Students; Foreign Countries; *Grade 4; Intergroup Relations; Intermediate Grades; *Interpersonal Competence; Social Adjustment; *Socialization; *Social Problems
IDENTIFIERS- *Second Step Viuolence Prevention Program

This report describes a classroom intervention for improving the social skills of fourth-grade students in an urban school. Children in the school were exhibiting poor social skills, as evidenced by lapses in self-discipline and by incidences of charge. The ACCC employed computers for career development from the beginning and included in this guide is a description of the three computer-assisted career guidance systems currently in use: (1) DISCOVER for Colleges and Adults; (2) System of Interactive Guidance and Information Plus (SIGI PLUS); and (3) Michigan Occupational Information System (MOIS). Client demographics are furnished via charts and graphs and are broken down by gender. The center's performance was assessed through exit forms and case studies. Through public relations, in-service training, and coordination with other service centers, the ACCC sought to increase its visibility in the community. Included are research results on career development, the research for which was conducted on site. The overview closes with plans for improving services at the ACCC. Two appendices summarize information on a sister counseling center and on grant-supported services for the ACCC. (RJM)

ED 378 498 CG 025 900

Philip-Moustakas, Radhika
SPARK Peer Helpers Program, 1992-93 Evaluation. OER Report.
PUB DATE- 1 Aug 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; At Risk Persons; Early Intervention; Ethical Instruction; High Schools; *High School Students; *Intervention; Modeling (Psychology); Peer Groups; Peer Influence; *Peer Teaching; *Program Evaluation; *Training Objectives; Volunteer Training
IDENTIFIERS- New York City Board of Education; Peer Facilitators

This report on the Peer Helper's program, assesses the effectiveness of the training and counseling of peer helpers, the training of peer helper facilitators, and its recruitment procedures. This program, introduced into 10 public schools in the 1992-93 school year, provides training to selected high school students to help them identify and address problem areas for at-risk students. Training of these "peer helper" students includes providing information about school-based services, as well as an introduction to some counseling techniques. SPARK, the high school component of the school system's drug and alcohol prevention program, supports the peer helper program and also trains counselors to work as peer facilitators. Evaluators judged the SPARK Peer Helper program as highly successful in meeting program objectives. Peer helpers enjoyed the program, valued the learning experience, and appreciated the opportunity to share life stories with each other. In its first year, the program successfully incorporated the peer helpers into the SPARK student support services network. However, quantitative data on the program's impact on the peer helpers, as well as the students they served, were not available; progress reviews and training class data were insufficient to capture the full scope of peer-helper services. (RJM)

ED 378 499 CG 025 901

French, Rebecca J.
Alcoholism among Psychologists: A Review of the Literature.
PUB DATE- Apr 94
NOTE- 79p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Family Influence; Identification (Psychology); *Jews; Judaism; *Males; Peer Influence; Religious Cultural Groups; *Role Conflict; *Role Perception; Role Theory; *Sex Role; Social Cognition; *Socialization; Social Values
IDENTIFIERS- Jewish Culture

There has been little empirical research on the gender role socialization of Jewish men. This paper explores Jewish male gender role socialization and provides a model by which gender and ethnicity may be studied. A description of the gender role socialization of Jewish men, with an emphasis on advantages and disadvantages of such socialization from a developmental perspective, is presented. Special attention is given to messages received from parents in early childhood, peer interactions, and adult family life. Additionally, ways in which Jewish men compare themselves to other men are examined. It seems that the gender role socialization of Jewish men may cause diminished self-esteem in childhood and adolescence, with the rejection of Jewish cultural values as a possible outcome. Jewish boys are likely to admire the stereotypical American male, thereby discounting the image of the Jewish man. Emulation and denigration of certain stereotypical traits of other racial/ethnic minority men sometimes occurs. However, in mid-life, Jewish men may embrace the values that were once rejected, finding a wealth of previously unexplored resources from early socialization. Rejection of the dominant culture's ideal man follows, leaving a strengthened Jewish identity. (RJM)

ED 378 518 CG 025 921

Beckmann, Shelley L.
"Set a Good Example Contest" Evaluation: Response of Teachers and Students.
SPONS. AGENCY- Concerned Businessmen's Association of America.
PUB DATE- 30 Aug 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Affective Behavior; Behavior Change; Children; Citizenship; Elementary Secondary Education; Imitation; *Modeling (Psychology); *Moral Development; Observational Learning; *Program Evaluation; Role Models; *Socialization; Social Support Groups; Student Development; Students; Teachers
IDENTIFIERS- Common Sense; Contests

The "Set a Good Example Contest" has been in operation for 10 years. The contest is based on the idea that educating youth in common sense values and getting students to set good examples for their peers will solve many of the problems faced in today's society. This paper examines the effects of this program. Both teachers and students who took part in the "Set a Good Example Contest" were asked to complete questionnaires about the program. A total of 249 teachers and 1,321 student participated. The teachers' surveys targeted any changes teachers noted in their students' understanding of moral values, attitudes, and participation in activities. Teachers

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Instructional Effectiveness; *Reading Difficulties; *Reading Improvement; *Reading Strategies; *Spelling Instruction; Word Lists

Noting that only the combination of ingredients could be said to be unique, this booklet describes the SITDOWN technique for reading improvement. The booklet begins with background information, noting that students' reading difficulties can be approached through the "back door" of spelling. The booklet presents a week-long schedule for sequencing and student self-correction of spelling using the technique of teaching "word families" (such as starting with "all," then moving on to "tall," "stall," "install," and "installment"). The booklet notes that, using this technique, students ranging in reading levels from 1.0 to 11.0 were able to improve their spelling dramatically. The booklet also discusses how to individualize the technique. (RS)

ED 378 542 CS 011 961

McCabe, Don
English Spelling: The Simple, the Fancy, the Insane, the Tricky, and the Scrunched Up.
PUB DATE- 90
NOTE- 77p.; For an earlier edition, see ED 231 119.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *English; Reading Difficulties; *Reading Improvement; *Reading Instruction; Research Needs; *Spelling Instruction; *Word Lists; Word Recognition
IDENTIFIERS- Spelling Growth; Word Families

Intended to help students overcome their reading and spelling difficulties, this booklet describes teaching reading and spelling using the notion of five types of English words and presents extensive word lists to teach each type of word. The five types of words discussed in the booklet are "simple" (words that follow regular phonic patterns), "fancy" (words that follow phonic patterns frequently from foreign languages), "insane" (words that follow no phonic patterns), "tricky" (words that can "trick" a reader or speller), and "scrunched up" (words deliberately misspelled). The booklet begins with a discussion of teaching these words using the "word family" approach, language experience charts, "fancy" flash cards, and teaching the higher level insane words. The booklet next presents suggested order for diagnosis and remediation (word lists) for each of the five types of words, survey tests, and advice on administering the survey tests. The booklet also includes survey tests for each of the five types of words. The booklet concludes with a brief description of preliminary findings, research hypotheses,and research design for studies on the validity of these tests. Definitions of each type of words are attached. (RS)

ED 378 543 CS 011 962

Hughes, Linda

literacy goals varied greatly; 13% indicated that they had not thought about goals at all. By the middle of the semester, results showed that nearly all students had clarified and narrowed their goals. And results at the end of the semester showed that all but two were giving positive accounts of their experiences. Some students (33%) indicated that they did not have enough time to accomplish the goals they desired. Preservice teachers need to be required to think about ways to improve and expand their own literacy; further, a formalized goal-setting process appears to be important. (TB)

ED 378 561 CS 011 981

Lurin, Brenda
The Use of Whole Language with Children in Kindergarten and First Grade.
PUB DATE- 94
NOTE- 81p.; Education Project, Long Island University, C.W. Post Campus.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Class Activities; Grade 1; Kindergarten; Literature Reviews; Primary Education; *Reading; *Reading Writing Relationship; Student Evaluation; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Historical Background

This paper presents a historical overview of research supporting whole language, discusses how the research is applied in kindergarten and first grade, and suggests new directions for whole language. The first part of the paper situates the whole language movement historically and offers a perspective of past research that supports the whole language movement. It also discusses educational movements of the recent past, major theorists, and the reading/writing connection. The second part of the paper discusses current application of whole language theory and research in kindergarten and first grade classrooms, and considers research into practice, whole language teaching strategies, the reading/writing connection, and assessment issues. The third part assesses the needs in the field and suggests new directions for whole language in the future. In addition, viewpoints regarding whole language versus traditional reading and writing instruction, assessment, and the use of computers are summarized in the third part of the paper. Contains 3 annotations and 34 references after the first part, 3 annotations and 32 references after the second part, and 4 annotations and 24 references after the third part of the paper. (RS)

ED 378 562 CS 011 982

Murray, Dorothy S.
Lennie Learns To Read.
PUB DATE- 89
NOTE- 9p.; For a related document, see CS 214 710.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Case Studies; *English; Language Role; *Language Skills; Phoneme Grapheme Correspondence; *Reading Improvement; Reading Processes; Remedial Reading
IDENTIFIERS- Literacy as a Social Process; Reading Management

"Lennie," labelled early in life with an IQ number below 70, at

Education; *Illustrations; Literary Criticism; *Literature Appreciation; *Picture Books; Primary Education; Teacher Education; *Undergraduate Students; *Visual Literacy
IDENTIFIERS- Response to Literature

While literacy is an important part of anyone's education, it should be noted that visual literacy, being able to view, interpret and react to visuals, is just as important for today's population. College students are reluctant at first to take the time to really examine a picture book, whereas youngsters go over and over their favorite books to see if there is anything new or different in the illustrations that they have overlooked. Childhood may allow for more time to spare on the essentials; college students, on the other hand, have full schedules of diverse demands. However, once college students begin to really examine art work, they do come away more satisfied with their abilities to judge the quality of the art work presented. The hope is that these college students will bring that literacy to their future elementary school students. In responding to illustrations, there are a number of areas of concentration: (1) color; (2) borders; (3) style; and (4) viewing distance. The style with which "Cinderella" is illustrated has a dramatic effect on the reader's understanding of the text. If in Susan Jeffer's "Cinderella," the heroine is beautifully, as she is traditionally taken to be, she is less than attractive, even frumpy, in Barbara Karlin's version of the classic, published in 1989. Similarly, Don Wood, illustrator of "Heckety Peg" (1987), creates an aura of goodness and light whenever the mother of the story is shown. (Contains 23-item bibliography.) (TB)

ED 378 581   CS 214 702

Segall, Mary
Celebrating Diversity: Providing Cultural Contexts for Freshman Composition.
PUB DATE- 19 Nov 94
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Freshmen; *Cultural Context; Cultural Differences; *Curriculum Evaluation; *Freshman Composition; Higher Education; Student Journals; Student Needs; *Thematic Approach; *Writing Processes
IDENTIFIERS- Writing Development

A year-long departmental evaluation at one college English department revealed that most sections of both pre-college English and regular English 101 emphasized form over content, structure over ideas, surface features over global, and this, at the expense of meaningful intellectual growth. When freshmen are plied with basic grammar books and with a series of disconnected readings, they are being deprived of the kind of learning that allows for abstraction and analytical thinking. Whether upper level literature courses or pre-college courses for developmental writers, the questions remains the same: How does an instructor provide a relevant context for composition with readings that serve as more than models of rhetorical modes, that have substance and coherence? The "role of social pressure and self-awareness" is the unifying theme that drove the selection of the reading in one thematically oriented

PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Anthologies; *Cultural Context; *Cultural Differences; English Instruction; *English Literature; Higher Education; Introductory Courses; *Literary Genres; Multicultural Education; *North American Literature; Thematic Approach; *World Literature
IDENTIFIERS- Contact Literature; Literary Canon

This anthology of literature from the many American cultures as well as cultures around the world is intended for use in today's college composition and introductory literature courses. Offering a blend of classic favorites and selections from other cultures, the anthology contains some 300 stories, poems, and plays from the six habitable continents of the world. The works in the anthology, by many prize-winning authors, living and dead, celebrate the diversity of the expanded literary canon. Within each section in the anthology, readers/students will encounter sections on fiction, poetry, and drama. An introductions opens each chapter, while questions for discussion and writing follow many selections. End-of-section apparatus permits comparative assessment of authors. Sections are divided thematically, as follows: Children and Families; Women and Men; Caste and Class; War and Peace; and Faith and Doubt. Biographical profiles of the authors and a useful glossary of literary terms conclude the anthology. (NKA)

ED 378 601 CS 508 771

Hugenberg, Lawrence W.
Preserving the Integrity of the Beginning Communication Course: An Examination of Current Practices.
PUB DATE- Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; Communication Skills; Educational Practices; Higher Education; *Introductory Courses; *Speech Communication; Teaching Assistants; Textbooks; Undergraduate Students
IDENTIFIERS- *Educational Issues; Faculty Attitudes; *Speech Communication Education

It could be argued that the basic communication course is the center of the speech communication discipline. And yet there is little consensus as to the approach to teaching speech skills, what skills to teach, or whether the teaching of skills is even effective. Four areas for discussion must be considered if communication scholars are to maintain the integrity of the basic course. First, too many basic courses are taught by graduate teaching assistants. This is unfair to the students because they receive in the vast majority of cases an inferior education; and it is unfair to the graduate assistants because they are unprepared for a task of this dimension. Second, it is time that administrators emphasize and reward teaching. Third, communication scholars themselves are one of the biggest obstacles to innovation in the basic course. They resist innovation because it means commitment of additional resources and, furthermore, they are simply unfamiliar with research on communications pedagogy. Fourth, communication scholars have nature and function of business communication. Five options are suggested: (1) use communication technology in the classroom; (2) use multimedia presentations in the classroom; (3) bring the real business world into the classroom; (4) do exercises using a hypothetical company; (5) perform realistic role-play simulations. (Contains 20 references.) (TB)

ED 378 619 CS 508 794

Brown, Barbara
Three Groups' Perception of Broadcasting in the Public Interest: A Factor Analytical Approach to Definition.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Audience Analysis; *Broadcast Industry; Communication Research; Factor Analysis; *Federal Regulation; Higher Education; *Mass Media; Older Adults; *Public Opinion; Undergraduate Students
IDENTIFIERS- *Federal Communications Commission; *Public Interest

Since the Federal Communications Commission is to be a regulation service in the public interest, several studies investigated what several Midwestern American groups would consider "in public interest." The study began in 1991 with an examination of college students' attitudes. A second part of the study (in 1992) administered questionnaires to adults (age 53 to 92) in retirement communities and senior activity centers; and to 125 church members in a college town of 20,000. Researchers for the study used factor analysis because it focuses attention on commonalities among a broad spectrum of participants. Some of the results of the three studies are as follows: (1) all but the senior citizens think that society should be careful about sex and violence in programs; (2) the question of censorship did not appear in the pooled groups' factors; (3) crossownership and the consequent diminishing of the number of voices in the community is a concern to all these groups, not surprisingly since the town these groups live in was not one the FCC grandfathered; (4) the participants do not like broadcast campaigns and particularly commercials; (5) all groups recognize the importance of broadcasting and cable as both entertainment and issue/public service media; (6) all groups think the media should cover local events. (Contains five appendixes of data, the questionnaire, and 21 references.) (TB)

ED 378 620 CS 508 795

Bogle, Donald
Toms, Coons, Mulattoes, Mammies, & Bucks: An Interpretive History of Blacks in American Films. New Expanded Edition.
PUB DATE- 92
NOTE- 345p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Books (010)
DESCRIPTORS- *Blacks; Black Studies; *Cultural Context; *Cultural Images; *Film Criticism; *Film Study; Higher Education; *Mass Media Effects
IDENTIFIERS- Film Genres; *Film History; Historical Background; Interpretive Research

This classic, definitive study of Black images in American movies has been completely revised and updated to include new chapters midwestern city. The project was initiated by top administrators in the four participating agencies--police, social services, schools, and public health. Interviews were conducted with a total of 36 individuals--9 principals and assistant principals, 3 district administrators, 17 interagency team members, 2 parent-school liaisons, and 5 top-level agency administrators. Observations were also conducted at all interagency team meetings. Findings indicate that principals were generally supportive of the project despite their exclusion from its formative stages. The principals responded to the project implementation in four ways: (1) by ignoring the project; (2) by offering encouragement and support; (3) by interacting with neighborhood team members; and (4) by concentrating increased efforts on improving and coordinating the school's internal environment. A majority of them were unable to articulate the link between the CBIC and the schools. In contrast with the active role generally played by principals in school-based collaboration, these principals were less involved and responsible as CBIC participants. Finally, CBIC has the potential to create a sense of community, provide an outreach role for the principal, and facilitate school reform. (LMI)

ED 378 638 EA 026 361

Education America: A Call for Equity in School Reform. The National Coalition of Educational Equity Advocates.
PUB DATE- 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Cultural Pluralism; Educational Discrimination; *Educational Equity (Finance); Educational Quality; Elementary Secondary Education; *Equal Education; Equal Facilities; Evaluation; Professional Development

This book, assembled by the National Coalition of Educational Equity Advocates (NCEEA), addresses broad structural issues that can serve as the foundation for rebuilding an equitable educational system that is committed to excellence for all children. It argues that local, state, and federal governments and agencies are needed to create an integrated system of support. It also calls for national, state, and local recognition that equity is inseparable from quality in the measure of educational excellence; offers a comprehensive view of systemic change beyond the current content and performance standards; and examines several of education's structural elements of an inequitable U.S. educational system. Chapters address the following areas: the characteristics of desirable schools, opportunity-to-learn standards, school finance, family empowerment, teacher development, and student assessment. Recommendations are offered regarding the role of federal, state, and local governments and agencies. Three figures, two tables, and a list of contacts for the NCEEA Support Groups are included. (Contains 128 references.) (LMI)

ED 378 639 EA 026 398

Lillis, Kevin M., Ed.
Policy, Planning and Management of Education in Small States.
PUB DATE- Mar 93
NOTE- 225p.
LANGUAGE- English

relationships between education and the economy. It argues that the right question to ask is Under what conditions does education increase economic growth? The articles include: (7) "Specifying the Effects of Education on National Economic Growth" (Richard Rubinson and Bruce Fuller); (8) "Educational Expansion and Economic Growth in the Modern World, 1913-1985" (Aaron Benavot); and (9) "The Economics of School Expansion and Decline" (Walter W. McMahon). Part 3 focuses on how the state and other institutions endeavor to supply mass schooling. Articles include: (10) "Strong States and Educational Expansion: France versus Italy" (Jerald Hage and Maurice Garnier); (11) "Who Should Be Schooled? The Politics of Class, Race, and Ethnicity" (Pamela Barnhouse Walters); (12) "The Politics of American Catholic School Expansion, 1870-1930" (David P. Baker); and (13) "Historical Expansion of Special Education" (John G. Richardson). In part 4's single article, "The Social Construction of Motives for Educational Expansion," John W. Meyer concludes the volume with the question, "What institutional conditions allow central agents, such as the state, to become credible actors in expanding and reinforcing the authority of mass schooling?" He focuses on the underlying faith that legitimates central actors when they argue for the virtue of building more schools. (Contains 340 references, an index, and information about the authors.) (LMI)

ED 378 656 EA 026 415

Brubaker, Dale L.
Creative Curriculum Leadership.
PUB DATE- 94
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Collegiality; Creative Thinking; *Curriculum Development; Decision Making; Decision Making Skills; Elementary Secondary Education; Individual Development; *Leadership; Leadership Styles; *Organizational Development; *Professional Development

This book deals with the process dimensions of curriculum development through the prism of creative imagination and self-expression. Its theme is that personal and professional growth can occur in tandem. It shows how to create settings and learning communities that empower people to identify and use their talents. Case studies of critical incidents are offered to bridge theory and practice. Attention is given to the "inner curriculum," which refers to a sense of self and personal goals. In part 1, chapter 1 begins with a letter from an educator who communicates the ways in which she developed her own curriculum to integrate her personal and professional lives. Chapter 2 searches for a definition of curriculum that reconciles contradictions and identifies a common pitfall in curriculum development--the view that development is a technical matter, rather than a creative artistic challenge. Part 2 places self within the context of vocation, which refers to the concept of a calling. Chapter 3 shows administrators that self-knowledge is essential before significant school changes can occur. The fourth chapter describes how to communicate enjoyment of work to others. Chapter 5 suggests ways to avoid or overcome burnout. The third part presents concrete ways in which educators can relate to self, others, 18 Ed.D. students in the first two cohorts and from an analysis of students' field-applications projects and dissertations. Findings suggest that approximately one-half to two-thirds of the projects resulted in some sort of policy or program change in educational practice. The changes took the form of either policy adoptions that addressed legal and/or personnel administrative concerns or instructional program implementations. Factors that enhanced the likelihood of a project resulting in a policy or program change were: (1) the student's familiarity with relevant problems of practice; (2) the degree to which students worked closely with other organizational employees in developing and refining the project; and (3) the utility and conceptual/analytical quality of the proposal itself. (LMI)

ED 378 676 EA 026 439

Hickrod, G. Alan; And Others
Common Sense: Plain Talk to Legislators about School Finance.
PUB DATE- Nov 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Collected Works - General (020)
DESCRIPTORS- Costs; *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Federal Legislation; *Finance Reform; Government Role; Property Taxes; State Aid; State Legislation; *Tax Effort

This publication contains testimony, given by personnel at the Center for the Study of Educational Finance, initially intended for legislators at the federal and state levels to help them deal with public policy matters in K-12 finance. The first document is testimony given before the United States Senate Committee on Labor and Human Resources, the subcommittee on Education, Arts, and Humanities, in July 1993. The Subcommittee was holding hearings on problems and issues in public school finance as background for reauthorization of the Elementary and Secondary Education Act of 1965 as amended, and on other pending K-12 legislation. The second document is testimony given to the Revenue Committee of the Illinois State Senate in September 1993. The committee was holding hearings on the tax structure of Illinois and its relationship to education funding. The third document was prepared for State Senator Alice Palmer of Chicago, and was a continuation of the State Revenue hearings. The fourth document is a letter to Progress Illinois concerning the state's progressive income tax. Documents 5 through 7 are communications from Dr. Robert Arnold to selected legislators, including the president of the Illinois State Senate and Representative Penny Wessels. The appendix provides information on the status of school finance constitutional litigation as of November 1993. (LMI)

ED 378 677 EA 026 440

Arnold, Robert; And Others
Special Education Expenditure Analysis.
PUB DATE- Jun 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Costs; Educational Economics;

bargaining obligations. This document describes legal requirements, negotiations, and policy considerations that are impacted by the two laws. The first section discusses how to successfully integrate the ADA with the legal duties associated with the collective-bargaining process. It examines the extent to which collective-bargaining-agreement requirements pose an undue hardship and describes how to avoid direct bargaining charges. A sample ADA provision is included. The second section presents information on the key aspects of the Family and Medical Leave Act and provides a framework for developing district proposals and/or policies. The major provisions of the FMLA are described. The third section discusses issues in negotiating family-care leave, which include coordinating FMLA leave with existing leave provisions in collective bargaining agreements, creating notice and certification requirements, and responding to requests to extend the benefits afforded under state or federal law. (LMI)

ED 378 697 EA 026 472

Perry, Eleanor A.
The Role of the School Administrator: Leading toward Cooperation. Draft.
PUB DATE- Jul 94
NOTE- 9p.; Paper presented at the International Conference of the International Association for the Study of Cooperation in Education (8th, Portland, OR, July 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; *Educational Cooperation; Elementary Secondary Education; Interprofessional Relationship; *Leadership Styles; Prosocial Behavior; *School Administration; *Superintendents; Teacher Administrator Relationship; *Women Administrators

By state law, many educators are being forced to move from a traditional norm of autonomy to one of collaboration. This paper presents findings of a study that identified the changing role of the 21st century superintendent and described the way one female superintendent promoted state-mandated collaboration in a rural school district with very low commitment to democratic practices. The female superintendent, an advocate of collaboration, had recently been hired in a district that had a history of "old-boys' club" leadership. Data were derived from: (1) a survey of all teachers (N=317) in a rural southern Oregon school district, which yielded a 60 percent response rate; (2) interviews with 24 teachers; (3) observation of the superintendent's interactions; and (4) a review of district personnel office's formal written feedback to the superintendent. Findings suggest that the 21st-century superintendent role focuses more on being a facilitator than a figurehead. In addition, a superintendent's enthusiastic support of state-mandated collaboration can set a norm for harmony despite the district's prior leadership history. The superintendent was effective in that she utilized people-oriented strategies, modeled collaboration in her personal behavior, remained dedicated to the change effort, and demonstrated a willingness to take risks by leading in a way contrary to established district norms. (LMI)

ED 378 698 EA 026 479

Lees, Kimberly; And Others

ED 378 715 EC 303 611

Policy Forum Report: Statewide Evaluation of Programs and Services for Students with Disabilities (Arlington, Virginia, August 30-31, 1994). Final Report. Project FORUM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 22 Nov 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Assessment; *Educational Policy; Elementary Secondary Education; *Evaluation Methods; Program Development; *Program Evaluation; Special Education; *State Programs; Systems Approach

This report reviews the outcomes of a forum convened to examine policy and practice issues surrounding the annual evaluation of effectiveness of programs and services for students with disabilities. At the forum, alternative approaches being used by states to implement program evaluation were discussed, along with issues in gathering accountability data and the role of the federal government. The meeting resulted in identifying 11 characteristics of a statewide evaluation system that addresses the education of students with disabilities: clear definitions/purposes, feasible, flexible, capitalizes on prior work, is results-oriented with the goal of improving instructional practice, reflects consensus on outcomes, is inclusive of all students, contains incentives and supports, meets multiple levels of need and use, involves stakeholders, addresses accountability dilemmas, and is linked to reforms for all students. Recommendations are offered for action by the Office of Special Education Programs and state education agencies. Appendixes contain a participant list, an agenda, and a paper by Kenneth Olsen titled "Have We Made Progress in Fifteen Years of Evaluating the Effectiveness of Special Education Programs?," which contains 72 references. The Olsen paper identifies five strands of change that have implications for special education program evaluation such as the changes in emphasis from program improvement to accountability and from simple to complex conceptual models. (JDD)

ED 378 716 EC 303 612

Disproportionate Representation of Students from Minority Ethnic/Racial Groups in Special Education: A Policy Forum To Develop Action Plans for High Priority Recommendations (Pentagon City, Virginia, August 25-26, 1994). Final Report. Project FORUM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 22 Nov 94
NOTE- 33p.; For a related document, see EC 303 612.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Disability Identification; Educational Diagnosis; Elementary Secondary Education; *Ethnic Groups; Family Involvement; *Minority Groups; Parent School Relationship; *Prereferral Intervention; Racial Composition; *Special Education; Student Evaluation; *Student Placement

preschool program serving low-income families. The program was based on a multicultural awareness curriculum which utilized such teaching strategies as role playing, parental involvement, storytelling, puppet play, cooking, show and tell, and arts and crafts. Language enhancement activities included group size variations, field trips, microphone and tape recorder use, interactive communications, story drawing, picture and story captioning, multicultural literature, and use of big books as part of whole language activities. Vocabulary was introduced through concrete objects, stories, books, games, songs, and activities. This practicum report presents numerous ideas for multicultural learning activities, using the culture of a different geographic area as the theme of each week's activities; areas include Ireland, Africa, Haiti, Jamaica, Dominican Republic, Colombia, Vietnam, Pakistan, Italy, and the United States. A bibliography of 37 items and a discography of 13 items are included. Appendices provide a home language survey, teacher observation checklist, multicultural questionnaire, parent letter, and language and critical thinking skills pre/post-tests. (Contains 14 references.) (JDD)

ED 378 736 EC 303 633

deNomme, Dennis A.
Improving the Transition Process for Middle School Learning Disabled Students Reentering the Regular Classroom through Student Accountability and Teacher Inservice Training.
PUB DATE- 18 Aug 94
NOTE- 108p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Inservice Teacher Education; Intermediate Grades; Interpersonal Communication; Intervention; Junior High Schools; Junior High School Students; *Learning Disabilities; *Mainstreaming; *Middle Schools; *Regular and Special Education Relationship; Resource Room Programs; Student Placement; Student Responsibility; *Transitional Programs
IDENTIFIERS- Middle School Students

This practicum was designed to ensure that junior high students with learning disabilities experience a successful transition back into the regular classroom from the resource room. The focus was on increasing communication between the regular classroom teacher and the resource room teacher, evaluating transition candidates using a competency-based criterion before they exit from the resource room, and establishing support services for the regular classroom teacher and the transition student. The practicum involved the development of a transition procedure as part of the student's individualized education plan, a written communication flowchart, teacher responsibilities (regular classroom and resource room), modified resource room schedule, student profile, possible regular classroom modifications, daily and weekly assessment, and inclusion of regular classroom teachers at special education meetings. Analysis of the data revealed that successful transitioning occurred following the practicum implementation. Student improvement occurred in the completion of regular classroom assignments and homework assignments, positive classroom behavior, and passing grades. Appendices contain copies of questionnaires and other practicum project materials. (Contains 22 references.) (JDD)

ED 378 737 EC 303 634

effective and efficient in producing improved practices. Forty-five introductory and on-site workshops were given and evaluated as good or excellent by the participants. The primary focus of these workshops was to respond to the needs of teachers while the secondary focus was to promote developmentally appropriate educational practices emphasizing naturalistic instruction in inclusive settings. Project staff assisted local education agencies and programs in developing programs in the areas of mainstreaming, social integration, agency cooperation, and transition. Curriculum and assessment materials were developed and disseminated. Graduate courses in least restrictive environment and naturalistic instruction were coordinated with Utah State University. Train the trainer workshops were also provided in Utah and Idaho. A Collaborative Consultation Manual was developed and disseminated. Appendices include data on participant evaluation of workshops, program effectiveness, curriculum samples, and data collection forms. (Contains 32 references.) (DB)

ED 378 755 EC 303 653

Behrmann, Michael M.
Assistive Technology for Students with Mild Disabilities. ERIC Digest E529.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Computer Uses in Education; Educational Media; Educational Technology; Elementary Secondary Education; Federal Legislation; *Mild Disabilities; Study Skills
IDENTIFIERS- ERIC Digests; Technology Related Assistance Individ Disabil Act

This informational digest considers assistive technology for students with mild disabilities in the context of Public Law 100-407, the Technology-Related Assistance for Individuals with Disabilities Act of 1988 which was designed to enhance the availability and quality of assistive technology devices and services to people with disabilities and their families. First, assistive technology devices are briefly described. Then seven areas in which assistive technology can assist students with mild disabilities are explained with examples. These are: (1) organization, (2) note taking, (3) writing assistance, (4) productivity, (5) access to reference materials, (6) cognitive assistance, and (7) materials modification. Contains three references and three suggested resources, and includes electronic resources. (DB)

ED 378 756 EC 303 654

Innocenti, Mark S.
Longitudinal Studies of the Effects of Alternative Types of Early Intervention for Children with Disabilities. Annual Report for Project Period October 1, 1993-September 30, 1994.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Oct 94
NOTE- 774p.; For previous reports, see ED 341 210 (1991), ED 373 477 (1992), and ED 373 478 (1993). Some pages contain very small type.

in Indiana Program Enthusiastic about Computer Time." Computer-based learning activities are presented for use with the following computer software programs: "Facemaker Golden Edition," "Logo PLUS," "Catch the Cow," and "Creature Antics." (JDD)

ED 378 774 EC 303 673

Fuchs, Douglas; And Others
Best Practices in School Psychology: Peabody Reintegration Project.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Curriculum Based Assessment; *Disabilities; Elementary Secondary Education; Environmental Influences; Inclusive Schools; *Individualized Instruction; *Mainstreaming; *Peer Teaching; Program Effectiveness; Social Integration; Transitional Programs; Tutoring
IDENTIFIERS- *Peabody Reintegration Project; *Transenvironmental Programming; Vanderbilt University TN

The debate about whether special education should abolish or conserve its cascade of services model has produced conservationists, who believe in a case-by-case approach to integration by which movement into less restrictive settings is planned, implemented, and evaluated individually, and abolitionists, who work for full inclusion of all students with disabilities into regular classrooms. Because case-by-case reintegration embodies the individualization principle and is supported by federal law, it is the approach used by the Peabody Reintegration Project at Vanderbilt University (Tennessee). This project uses curriculum-based measurement and transenvironmental programming to boost students' achievement levels in reading and math to a point commensurate with mainstream expectations. The reintegration process then begins, involving: recruiting the players, identifying the competition, scouting with a classroom inventory, developing the game plan, executing the game plan in special education, deciding to reintegrate, and executing the game plan in the mainstream. Evaluation revealed that mainstreamed students' gains slowed down or stopped after reintegration. Classwide peer tutoring was implemented to make the mainstream setting more responsive to reintegration students and provide the individualization necessary for continued academic growth. Annotations for three bibliographic resources are appended. (Contains approximately 80 references.) (JDD)

ED 378 775 EC 303 674

Educational Accountability for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accountability; Change Strategies; *Data

of Education; Policy Formation; *Poverty; Poverty Programs; Program Effectiveness; Public Policy; Research Reports; Resource Materials; *Role of Education; State Programs; *Vocational Education; Welfare Recipients; Welfare Services; Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982; *Welfare Reform

This document, which is directed toward employment and training professionals analyzing/researching policies and issues in education, occupational training, work and welfare, and economic development, contains feature articles, commentary, interviews, and other information on the role of education, training, and employment strategies in reducing poverty in the United States. The following feature articles are included: "The Poor in America," "A Perspective on Poverty: Christopher Jencks," "Reducing Poverty: General Approaches," "Inner-City Ghetto Poverty: A Re-Examination," "Contemporary Work/Welfare Strategies: The First Generation," "Second Generation Work/Welfare Strategies," "Another Look at Work/Welfare Programs," "What Are We Learning about Homelessness?" "The Homeless and JTPA Job Training Partnership Act," and "The Department of Labor's Study of Homelessness." Also included are the following: commentary by Secretary of Labor Robert Reich; interviews with Senator Daniel Patrick Moynihan and David Ellwood; review of a book on the evolution of European welfare states; analyses/reviews of Washington State's Family Independence Program, state welfare reform efforts within the JOBS Job Opportunities and Basic Skills framework, and current welfare positions; extensive table detailing research on work force issues sponsored by the U.S. Congress and 6 federal departments/agencies; index to information on federal research; and bibliography listing 133 books, articles, and working papers on poverty issues. (MN)

ED 378 320 CE 067 892

The Women's Guide to Traditional and Nontraditional Careers and Education. A Resource Guide for Women in the Greater Omaha Area Who Wish To Enter or Re-enter the Work Force or Further Their Education.
SPONS. AGENCY- Omaha Community Foundation, NE.
PUB DATE- Apr 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; Career Development; *Career Planning; *Community Resources; *Displaced Homemakers; *Employed Women; *Job Search Methods; Postsecondary Education; Reentry Workers; Self Evaluation (Individuals); *Womens Education
IDENTIFIERS- *Nebraska (Omaha)

Developed for women in Omaha who are preparing to reenter the labor market or further their education, this guide provides information on where to go, to whom to talk, what support services are available, and what actions these women can take. The guide is organized by the following three broad categories: getting ready, education and training, and employment. Topics covered in the first section include career planning and counseling, libraries, child care, and money. In the education and training section, education, the basics, choices, and financial aid are outlined. The following topics are contained in the employment section: Occupational Outlook Handbook, where

DESCRIPTORS- *Administrator Education; Adult Education; Data Collection; Decision Making; *Evaluation Methods; *Evaluation Utilization; *Management Development; *Program Evaluation

This book offers a comprehensive guide to evaluation as applied to management development. Part I (Chapters 1-2) discusses the following: what management is; the role of training, development, and education of managers; the purposes of evaluation (proving, improving, learning, controlling); and approaches to evaluation. Part II (Chapters 3-6) concentrates on the details of evaluation designs and design choice. Chapter 3 deals with choosing the evaluation focus for data collection and starts with a general framework to assist that choice. Chapter 4 discusses three data collection media--observations, records, and informants--and associated issues to do with selection and sampling. Chapter 5 reviews some main data collection methods. Chapter 6 focuses on interpreting and using evaluations and extends the discussion to political aspects of evaluation utilization. Part III (Chapters 7-10) concentrates on the different settings in which evaluation may take place. It examines the kinds of questions and problems that typically occur in different settings and the methods or approaches usually adopted in tackling them. Chapters 7-10 consider evaluation at a particular level (methods; courses, programs, and systems; and policy) and chapter 11 looks to the future. Within each level, the book discusses how the practicalities of evaluation vary from setting to setting. The three settings to be considered are educational, training, and development. Appendixes include 158 references and index. (YLB)

ED 378 339   CE 067 915

Prior, John, Ed.
Gower Handbook of Training and Development. Second Edition.
PUB DATE- 94
NOTE- 596p.; Published in association with the Institute of Training and Development.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Adult Education; Adult Learning; Basic Skills; Computer Assisted Instruction; Employed Women; Evaluation Methods; Experiential Learning; Job Performance; Job Skills; *Job Training; Labor Force Development; Leadership Training; *Management Development; *Organizational Development; Problem Solving; *Skill Development; *Trainers

This compilation of the knowledge and experience of 49 training and development professionals is a guide to the most important aspects of training and development (T&D), ranging from the environment in which it operates to detailed suggestions as to how it can be done. Contributors' notes appear first. Part 1 on the world of T&D contains seven chapters: "Changing Environment" (Johnston, McClelland); "Benefits of T&D" (Sibthorpe); "Training for Change: Investment in People" (Fricker); "Training for Quality" (Parry); "Standards in the Training Context" (Carroll); "T&D Profession" (Webster); and "Need to Market Training" (Donnelly). Part 2 on planning and managing T&D has 13 chapters: "Learning Organization" (Hammond, Wille); "Approaches and Strategies" (Reid); "Cultural Mosaic" (Wright); "Practical Approaches to Culture and Learning" (Williams, Green); "Organizational Training Needs" (Dalziel); "Job Training Needs" (Rae); "Trainer as Manager" (Bowen);

IDENTIFIERS- *Great Britain; *United States

This document contains eight papers in which the principals of eight U.S. and British postsecondary institutions describe the franchising negotiations and arrangements into which their schools have entered. Franchising arrangements at a wide variety of postsecondary institutions are discussed, including community colleges, polytechnics, further education (FE) colleges, and schools in a local education authority (LEA) that offer courses funded by Business and Technology Education Council (BTEC) awards. Equally as diverse are the types of franchising arrangements described, including the establishment of a university center at a community college in the absence of a university in the immediate vicinity and an "up-and-down" arrangement in which one FE college developed franchising arrangements both with a polytechnic and with local schools. After a foreword by Susan Leacher, the following papers are included: "Franchising Higher Education: The Rochester Community College Experience of Building a University Centre" (Geraldine Evans); "Negotiating Franchising Arrangements" (Raymond Smith); "BTEC in Schools: The Issues Involved" (Brian Cue); "BTEC in Schools: An LEA Scheme" (Barbara Molog); "BTEC in Schools: The Relationship between Schools and FE" (Robert Hughes); "Franchising Higher Education Activity at Polytechnic South West" (Ian Turnbridge); "Higher Education Franchising at Somerset College of Arts and Technology" (Richard Dimbleby); and "Franchising: Some Issues and Concerns" (Susan Leather). (MN)

ED 378 358 CE 067 949

Brace, Diane; And Others
Managing Colleges into the Next Century. Coombe Lodge Report.
PUB DATE- 90
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Educational Objectives; Foreign Countries; Higher Education; Marketing; *Partnerships in Education; *Program Administration; *Strategic Planning; *Technical Institutes; Vocational Education
IDENTIFIERS- Educational Marketing; *Great Britain

This document contains seven papers about managing Great Britain's further education colleges in the next century. The papers examine a wide range of administrative issues, including building on human resources investments through strategic planning, maintaining relationships with local education authorities, customer satisfaction as a marketing strategy, the potential benefits of restructuring a further education college into a flat structure in which clients are given a more active role, strategies to achieve racial/sexual equality and combat all forms of disadvantage at the administration level, and the need for further education colleges to continue adapting to economic and social changes. After a foreword by Susan Leather, the following papers are included: "Strategic Planning" (Ann Limb); "Principalship in the 1990s" (Patricia Twyman); "Marketing or Customer Care?" (Gillian Brain); "The Whole College Approach" (Rosemary Gray); "Ensuring Esteem for All in College: Aims and Objectives" (Helen Gilchrist); "Articles of Partnership" (Ethlyn Prince); and "Coming Through" (Diane Brace). Several articles included bibliographies. (MN)

ED 378 359 CE 067 956

Each module builds a base for the next. Module I involves an overview of HIV/AIDS. Discussion focuses on perceptions, myths, and facts about HIV/AIDS. Module II looks at a major factor for HIV infection: sexually transmitted diseases. Module III examines the connection between drug use and HIV infection. Module IV covers testing issues regarding the HIV antibody test. Module V deals with personalizing risk for HIV/AIDS infection. Officers are asked to look at their personal attitudes and beliefs about HIV disease before passing judgment on individuals with AIDS. This training includes issues regarding gender, sexuality, and safer sex alternatives. Module VI includes discussions about two antidiscrimination laws that protect persons challenged with HIV/AIDS: the Americans with Disabilities Act and the Rehabilitation Act. This module also focuses on disclosure laws and confidentiality issues that pertain to officers' court responsibilities. Special Topics covers additional HIV/AIDS related issues. A quiz answer key for 6 quizzes (one for each Module) and a list of 20 suggested readings are appended. (YLB)

ED 378 376 CE 068 000

Stone, James R., III
Improving the U.S. System of School-to-Work Transition for Youth and Young Adults: A Consideration of the Federal STWOA.
PUB DATE- Dec 94
NOTE- 26p.; Paper presented at the Annual Convention of the American Vocational Association (Dallas, TX, December 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Education; Apprenticeships; Articulation (Education); Cooperative Education; Corporate Support; Educational Legislation; *Education Work Relationship; Federal Legislation; *Integrated Curriculum; Internship Programs; *Models; *On the Job Training; Postsecondary Education; School Business Relationship; Secondary Education; *Vocational Education

As schools attempt to foster smoother transitions for youth into the workplace, differing realities must be considered. A school-to-work opportunities system cannot be restricted to those occupations meeting an elusive definition of "high wage." Three possible workplace learning opportunities are as follows: the high-skill, high-wage workplace; the community-building workplace; and the capacity-building workplace. Each offers the potential for work-based learning where young people would be able to develop skills that are needed to work in high performance workplaces and that meet the requirements of broad clusters of related occupations. At present, there are at least eight strategies for connecting school-based learning (SBL) to work-based learning (WBL), including job shadowing, internship, youth apprenticeship, school-based enterprise, and cooperative education. Explicit in the current federal legislation is the integration of academic and vocational curriculum and the integration of SBL and WBL--a double integration model that integrates academic and vocational SBL with WBL. Barriers to double integration include the following: lack of continued, meaningful, and expanded business involvement; resistance to new methods of education by school-based educators; uneasy relationships between secondary and postsecondary institutions; and a lack of an identifiable credential. (A list of recommendations or best practice in combining SBL and WBL is included. Contains 29 references. (YLB) measures, identification of new proxy measures that could be collected, and proxy skills for small areas. The availability of new and improved proxy measures can then affect the design and output of the direct assessments themselves. Direct assessments could be administered at greater intervals; the basic objectives should be reconsidered; and more informed multivariate analysis is needed. Appendixes include three data tables. Contains 27 references. (YLB)

ED 378 395 CE 068 056

Kirsch, Irwin S.; Jungeblut, Ann

Using Large-Scale Assessment Results To Identify and Evaluation Generalizable Indicators of Literacy.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 95

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Background; *Census Figures; Decision Making; Demography; *Evaluation Utilization; Goal Orientation; Research Utilization; Statistical Analysis

This report explores background data collected as part of recent large-scale literacy surveys because these data may contribute to an understanding of the variables associated with demonstrated proficiency. The first section reviews various approaches to large-scale assessments of literacy. This review sets the context for exploring variation in literacy performance as revealed in three databases established using the profile approach. These data derive from the Department of Labor Workplace Literacy Assessment and state assessments conducted by Mississippi and Oregon. Analyses using these databases are presented that identify and evaluate demographic and background characteristics associated with literacy proficiency in diverse populations. The evidence provided indicates that measured literacy skills can be predicted relatively well for large heterogeneous populations by using a small set of background variables that are likely to be readily available from census-type information. Estimates from census-like variables are likely to be less useful with homogeneous populations or when subgroup performance is of interest. The final section discusses further considerations--cost-information trade-offs and the use of direct measures in indicator systems for less well-defined and measured entities such as the ability to participate fully in an increasingly technological society. Appendixes include a workplace literacy background and activity questionnaire, a scheme for the coding of background and attitude variables used in regression analyses, 2 data tables, and 1 figure. Contains 28 references. (YLB)

ED 378 396 CE 068 061

Revising Department of Public Instruction Practices Regarding the Carl Perkins Vocational Education Act. A Workshop Report with Recommendations for Improvement. Bulletin No. 95168.

PUB DATE- Dec 94

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) resources for further reading are listed.) (YLB)

ED 378 413 CE 068 112

Wigg, David
In a Class of Their Own. A Look at the Campaign against Female Illiteracy. World Bank Development Essays 4.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Economic Development; Educational Development; Females; Foreign Countries; *Illiteracy; *Literacy Education; *National Programs; Social Development; Student Motivation; Teacher Motivation; *Womens Education
IDENTIFIERS- *Indonesia

Indonesia seems to be succeeding in its fight against illiteracy due to the choice of Bahasa Indonesia, a simple language, as the national language and as a unifying force. A literacy campaign is based on Package A, a group of 100 booklets. The main effort is to form groups that meet regularly and are taught by volunteer tutors. Many Package A booklets teach money-making skills, since women feel they can not join learning groups because they need that time to earn extra money. To put these skills into practice, a group can borrow money to use as working capital or to buy equipment. The structure to fight illiteracy is in place, and the political commitment and international support are there. Obstacles are older learners, lack of printed material, and holding students' attention. The whole literacy campaign hinges first on the tutors and second on the peniliks, field staff who supervise them. Incentives to motivate tutors include letting teachers earn credits toward promotion, competitions, and loans. Help with basic needs is provided to the poorest before attention is turned to learning. An effective way to break the continuous circle of neglect in which girls are trapped is to spend money on women's education, which is relatively inexpensive compared with other development investments and has the potential to transform society. More local libraries are planned to provide a plentiful supply of reading material to prevent people from slipping back into illiteracy. (YLB)

ED 378 414 CE 068 115

Benn, Roseanne, Ed.; Fieldhouse, Roger, Ed.
Training and Professional Development in Adult and Continuing Education. Occasional Paper Number 1.
PUB DATE- 94
NOTE- 136p.; Papers presented at an international conference on Training and Professional Development in Adult and Continuing Education (Oxford, England, United Kingdom, September 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Counseling; Adult Education; *Adult Educators; Community Colleges; Competency Based Teacher Education; Continuing Education; Core Curriculum; Curriculum Development; Distance Education; Educational Change; Educational Development; Foreign Countries; Graduate Study; Lifelong

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Learning Activities; Learning Modules; *Reading Skills; *Second Language Instruction; *Vocational English (Second Language); *Writing Skills
IDENTIFIERS- *Workplace Literacy

This document is the teacher's edition of a learning module designed to help nonnative English speakers develop basic workplace reading and writing skills. It was developed by educators from the Emily Griffith Opportunity School. The curriculum presented in the module is job specific and intended to serve as an example of how reading and writing might be taught to nonnative English speakers at a manufacturing worksite. Included in the manual are a foreword outlining the module's objectives and scope and sets of instructor notes and handouts on the following topics: skills assessment, needs assessment, general writing, company policy and forms, messages and notes, and spelling and grammar. The final section consists of brief notes and handouts for a final evaluation of students' written and verbal skills. A total of 28 handouts are included. (MN)

ED 378 433 CE 068 158

Fletcher, Karen; Tripp, Connie
Focus on Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 May 94
NOTE- 57p.; For related modules, see CE 068 153-167.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Behavioral Objectives; *Communication Skills; Learning Activities; Learning Modules; *Literacy Education; Problem Solving; Telephone Usage Instruction; Verbal Communication; Workshops
IDENTIFIERS- *Workplace Literacy

This module was developed by educators from the Emily Griffith Opportunity School. Designed for a broad spectrum of employees at a health care facility for the elderly, this three-session workplace literacy workshop is designed around a basic three-part communication model that includes listening, problem solving, and follow-up, along with a customer service focus. It provides a review of communication skills that participants may already have and offers strategies that may be useful in more difficult or complicated communication situations. The three 1-hour sessions are designed to be presented by two facilitators in order to demonstrate both positive and negative communication situations using role play. Session 1 provides an overview of the workshop and an introduction to the three-part communication model. Concepts and skills are introduced with the aid of flipcharts and handouts. Each of the workshop lesson plans contain the following: facilitator's notes, materials needed, room set-up, and a step-by-step narrative of the lesson activities. Workshop evaluation handouts are also included. (KC)

ED 378 434 CE 068 159

Falagrady, Teresa

on individual trauma centers. (RB)

ED 378 454 CG 025 658

Duker, Laurie, Ed.
Gun Sales. Firearm Facts.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 3p.; For related Firearm Facts sheets, see CG 025 656-664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Certification; Crime; *Federal Legislation; Law Enforcement; Merchandising; Safety
IDENTIFIERS- Firearms; *Gun Control; *Guns

Minimal federal regulations on firearm sales have facilitated the proliferation of guns, gun owners, and gun dealers in the United States. This fact sheet offers data on the growing number of firearm dealers, the relative ease of obtaining and keeping a license to sell guns from the Federal Bureau of Alcohol, Tobacco, and Firearms, the lack of safety standards and effective gun control legislation, and the number of new guns being produced. Also provided is a brief description of the Brady law and its immediate effectiveness. (RB)

ED 378 455 CG 025 659

Duker, Laurie, Ed.
Guns and Crime: Protection versus Peril. Firearm Facts.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 92
NOTE- 3p.; For related Firearm Facts sheets, see CG 025 656-664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Crime Prevention; *Family Violence; Fear; *Homicide; Safety; Sex Differences; Violence
IDENTIFIERS- Firearms; *Guns; Weapons

Many Americans, terrified of violent crime, attempt to protect themselves by owning guns. However, statistics provided in this brief fact sheet reveal that people who choose to have a gun easily available are in fact putting their families and friends into greater danger since far more homicides occur during domestic arguments than during robberies. Persons in an enraged or depressed state with access to a gun often forget the original intent of ownership, and a highly charged non-lethal situation can easily turn into a homicide. A chart on percentage of homicides in the United States in 1988, by weapon used and sex of victim is included. (RB)

ED 378 456 CG 025 660

Duker, Laurie, Ed.
Women and Guns. Firearm Facts.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 90
NOTE- 3p.; For related Firearm Facts sheets, see CG 025 656-664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Battered Women; Crime; *Crime Prevention; Family

inappropriate behavior as noted by teacher observation and anecdotal records. After examining the problem, it was concluded that the students lacked exposure to appropriate social skills, possessed low self-esteem, displayed little empathy for others, and needed experience in problem solving. After reviewing the literature on these difficulties, an action plan was developed that incorporated two approaches: cooperative learning and the use of the Second Step Violence-Prevention Curriculum. Students were evaluated through a variety of methods, including social skills questionnaires, informal class assessments, and journal entries. The intervention began on the first day of school and the need for appropriate social skills was emphasized in all aspects of the school day. The social skills required for successful cooperative learning improved in varying degrees throughout the intervention. It was concluded that social skills must be purposely taught and integrated into the curriculum at all grade levels. Ten appendices provide examples of surveys, questionnaires, and other materials used for the intervention. Contains 22 references. (RJM)

ED 378 477 CG 025 875

Copeland, Camille C.; And Others
Listening Skills for the Helping Profession.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attention; Counseling Effectiveness; Counseling Techniques; *Counselor Attitudes; *Counselor Client Relationship; Counselor Role; *Listening; *Listening Habits; *Listening Skills; Psychotherapy; *Therapists; Therapy; Trust (Psychology)
IDENTIFIERS- Listening Strategies

Listening requires a great awareness of self, words, facial expressions, body language, tone of voice, and eye contact. This article examines the importance of these factors in the development of the therapeutic relationship. Among some of the characteristics of effective listening treated here are qualities within the client/therapist relationship, therapist responsibility and assumptions, which include self-knowledge and risk taking, and client responsibilities. In the client/therapist relationship, the elements of trust, empathy, and respect are essential; good listening skills can enhance these aspects of therapeutic interchange. The therapist must pay special attention to such things as self-knowledge, knowledge of non-verbal communication, development of trust, guiding clients through the counseling process, and confrontation skills. The therapist must also be able to resist the urge to force the client to change lest he or she miss hearing why the client's present condition exists. Likewise, the therapist should avoid assuming that he or she knows the feelings and thoughts of the client, and should refrain from predicting a client's response. Therapists should work to develop tactics for redefining client resistance and encouraging clients to explore their pain. Listening involves more than just hearing, it also requires hearing, seeing, expressing, and feeling. (RJM)

ED 378 478 CG 025 877

Tang, Thomas Li-Ping; Tang, Theresa Li-Na

PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Alcohol Abuse; *Alcoholism; Definitions; Drinking; Drug Abuse; Drug Rehabilitation; *Literature Reviews; Mental Health Workers; Professional Isolation; *Psychologists; Special Health Problems; *Substance Abuse; Therapy
IDENTIFIERS- Alcoholics Anonymous

Alcoholism, a major health problem currently being addressed by other professions, has unique features, manifestations, and ramifications for psychologists. Salient aspects of alcoholism in psychology include etiological and motivational factors, characteristic behaviors, and specific risk factors in the work environment of psychologists. Alcoholism, conceptualized as a deeply embedded permanent addiction not resolvable by conscious, planned effort, constitutes a special dilemma for psychologists in that many psychologists strongly believe in the powers of the mind and in the capacity to comprehend and alter behavior. This paper reviews current efforts to deal with alcoholism in an effective and humane manner within the professions; these efforts are usually modeled after the self-help principles of Alcoholics Anonymous in combination with professional treatment. Included are present efforts in psychology to deal with alcoholism among psychologists. Although interest in alcoholism within the professions runs high, specific programs and data regarding alcohol problems among psychologists remain limited. The literature reviewed focuses on five areas: (1) Defining, diagnosing, and identifying alcoholism; (2) Alcoholism among professionals: nature and scope of the problem; (3) Prevalence of alcoholism among professionals; (4) Treatment of alcoholism for professionals; and (5) Alcoholism among psychologists. "Citations of particular relevance to educators cover: (1) alcohol impaired university professors; (2) problem drinking among first-year medical students; (3) alcohol use among nurse educators; (4) substance abuse among medical trainees. (RJM)

ED 378 500 CG 025 902

Romero, Frank; And Others
California Programs To Prevent and Reduce Drug, Alcohol, and Tobacco Use among In-School Youth: 1992-93 Annual Evaluation Report.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Mar 94
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Alcohol Abuse; Children; Curriculum Development; *Drinking; *Drug Use; Early Intervention; Elementary Secondary Education; *High Risk Students; *Prevention; State Programs; *Student Behavior; Tobacco
IDENTIFIERS- *California

The program implementation and cost data, along with the student substance use and program exposure data, of the Drug, Alcohol, and Tobacco Education (DATE) Program are presented. The data came from a random sample of California public school districts. This evaluation concentrates on five components of the DATE Program: (1) Curriculum delivery; (2) Curriculum training; (3) Staff development; (4) Student identification and referral; and (5) Positive alternative activities. To address these components, the following questions were asked: What are schools doing to prevent the use of alcohol, tobacco, and other drugs (ATOD)? What ATOD prevention education do students receive? What are the costs associated with providing ATOD stated that students: became more aware of morality and its importance; were more cooperative; better understood the difference between right and wrong; and displayed a positive change in attitudes. These improvements were also noted in the student surveys. Students reported learning the importance of manners, of treating others with respect, of taking responsibility for their actions, and of being competent. The gains students recorded from this program were highly dependent on their participation in it. Materials used in the program were rated favorably by teachers. Educator and student questionnaires are appended. (RJM)

ED 378 519   CG 025 922

Summers-Ewing, Dora
Mentoring: A Vital Ingredient for Career Success.
PUB DATE- 15 Aug 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Development; Careers; College Students; Graduate Students; Graduate Study; Higher Education; Interpersonal Relationship; *Mentors; Modeling (Psychology); *Professional Development; Teacher Student Relationship
IDENTIFIERS- *Protege Mentor Relationship; *Proteges

Mentoring has a long and distinguished history dating back to ancient times. This paper provides an overview of the mentoring process, reviews the pertinent literature, and discusses the implications of mentoring for new entrants into the field of psychology. Research suggests there are two types of mentors: formal and informal. Formal mentors facilitate a young adult's advancement and development, while informal mentors provide mentoring functions because they derive personal satisfaction from the mentoring relationship. These various functions mentors perform for their proteges may be classed into two broad categories: psychosocial and career. Psychosocial help includes efforts which enhance proteges' sense of competence, identity, and effectiveness in their professional roles. Career functions include those actions which enhance career advancement as a result of the mentor's experience, sponsorship, protection, and influence. Nevertheless, although numerous studies have evaluated the content, process, and outcome of mentoring relationships, little is known about their formulation. It is known that people with mentors become quickly socialized to an organization or profession, obtain high-visibility assignments, and stay abreast of future opportunities. It is concluded that potential mentors rely on proteges to initiate the relationship, and to nurture its continuance. Graduate students, in particular, should seek a mentor. Contains 24 references. (RJM)

ED 378 520   CG 025 923

Deschamps, Ann Barnes
An Integrative Review of Research on Characteristics of Dropouts.
PUB DATE- Jun 92
NOTE- 235p.; Doctoral Dissertation, George Washington University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

Change Process in Preservice Teachers Beliefs about Teaching and Learning during a Literacy Methods Course.
PUB DATE- Nov 94
NOTE- 26p.; Paper presented at the Annual Meeting of the National Reading Conference (San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Conventional Instruction; Higher Education; *Methods Courses; *Preservice Teacher Education; Reading Instruction; *Student Attitudes; Student Surveys; Teacher Education Programs; *Teaching Methods; Teaching Models; *Theory Practice Relationship
IDENTIFIERS- *Preservice Teachers; Self Report Measures; Teacher Beliefs Study

Teacher educators have become increasingly interested in the beliefs preservice teachers bring to their undergraduate methods courses. S. Lortie (1975) posited that the major influence in shaping future teachers' conceptions of teaching is their previous years of experience as students. A study of students in preservice reading methods courses investigated the following questions: (1) What are preservice teachers' beliefs about teaching and learning? (2) What changes occur in preservice teachers' beliefs during their first literacy methods course? and (3) To what do preservice teachers attribute changes in beliefs during their first literacy methods course? Participants were selected from two sections of a methods course at a small southwestern university. A self-report questionnaire with open-ended questions was administered at three points during the semester. Of the 40 participants, 10 chose to respond to all three questionnaires; they constituted the core of the study. Results showed preservice teachers continuing to think of teaching as being skills oriented. For instance, asked how they would teach reading, three said they would use objects from the environment; three would teach the alphabet; two would read to students; and one would put students in groups. Of these 10, 6 showed changes in their beliefs after the methods course. These changes, however, tended to be largely at the knowledge level. The preservice teachers indicated that they would use new approaches and materials in traditional ways. (Contains 15 references.) (TB)

ED 378 544 CS 011 964

Rasinski, Timothy V.
Fast Start: A Parental Involvement Reading Program for Primary Grade Students.
PUB DATE- Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the College Reading Association (28th, New Orleans, LA, November 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Parent Child Relationship; *Parent Participation; Primary Education; Program Descriptions; Program Effectiveness; Reading Aloud to Others; Reading Comprehension; *Reading Programs; Word Recognition
IDENTIFIERS- *Emergent Literacy

Fast Start is a program designed to get primary grade children off to a successful start in learning to read through intensive age 25 and awaiting trial for murder took on the challenge of learning to read a complex, sophisticated language. He joined a class filled with people who were curious about the way words worked and who used the handbook "Crashing the Language Barrier: The English Language--The Way It Really Is" as the tour book for their journey through the English language. Lennie was introduced to concepts about language, not items to be memorized. He learned the sound/symbol relationship and its many variations, the principle of the digraph and syllables, the structure of the sentence, the principle of main idea and its development, and the role of language in people's lives. He contributed what he could to the group, and in return, the group respected his contributions and encouraged him. Lennie and the others in the group recognized the difference between learning to read and the act of reading itself. After 10 weeks, Lennie was able to read famous short stories together with the group. (RS)

ED 378 563 CS 011 983

Sweet, Anne P.; Guthrie, John T.
Teacher Perceptions of Students' Motivation To Read. Reading Research Report No. 29.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Education; Grade 3; Grade 5; Questionnaires; *Reading Achievement; Reading Research; Sex Differences; *Student Motivation; *Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- Focus Groups; *Reading Motivation

An exploratory study examined teachers' perceptions of students' motivation to read and the relationship between those perceptions and students' reading achievement. Focus groups of third- and fifth-grade teachers were convened and given an initial questionnaire. A second questionnaire based on those findings was developed and field-tested with third- and fifth-grade teachers and students. Questionnaire items clustered conceptually into five categories: involvement, strategies in reading, social, written expression, and persistence. This interwoven series of conceptually cohesive item groupings supported the notion that teachers possess a highly integrated construct of students' motivation to read. Data on students' achievement were also collected and analyzed. For students in grade 5, those perceived by teachers to be highly motivated to read also had high report-card grades in reading and social studies, and students perceived by teachers to be low in motivation to read had low report-card grades in reading and social studies. Across grades 3 and 5, the pattern was stronger: those students perceived by teachers to be highly motivated to read also had high report-card grades in all school subjects; conversely, students perceived by teachers to be unmotivated to read had low report-card grades in all school subjects. No gender differences in students' perceived level of reading motivation or level of achievement were found. (Contains 31 references and 6 tables of data. Appendixes present the initial and revised questionnaires, and data on response choices to the initial questionnaire.) (RS)

ED 378 564 CS 011 984

course. It allowed for treatment of many "isms," such as racism, sexism, ageism, and challenged reductive thinking about them. Since most incoming freshmen are highly concerned with peer pressure and self-discovery, this thematic approach seemed to hold the most promise. At first readings served as a vehicle for subjective responses in journals; excerpts from these journals shows a level of personal engagement. Later such responses were fashioned into essays. (Contains list of course thematic readings, other course materials and 19 references.) (TB)

ED 378 582 CS 214 703

Green, Angela Creech
"Packing Balloons in High Winds": Meeting the Needs of the Mildly Handicapped in the Regular Classroom.
PUB DATE- Nov 94
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English Instruction; *Learning Disabilities; *Learning Problems; Remedial Instruction; Secondary Education; *Student Needs; *Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Writing Development

Learning disabled writers are unable to incorporate text structures to plan their writing; they stop writing before their point is stated; their writing includes redundancies, irrelevancies, and many mechanical and spelling problems. Studies indicate that learning disabled writers use simplistic and/or ineffective planning strategies while composing essays. Therefore, it makes sense to spend weeks on writing instruction before students write for a grade. During this time, teachers should provide checklists for good writing qualities, questions for peer review, and practice and examples of other student writing. Teachers should also provide students with something to which they can compare their work. Students must understand where their own weaknesses lie before they can incorporate any improvement strategy. Teachers should also model the writing process. But of course most important is that students write and write and write some more. Sometimes they find it helpful, though, to be reminded before they begin of what constitutes good writing. Other helpful strategies can come in the form of classroom management techniques, i.e., outlines of class lectures and study guides of topics to be covered. According to Vygotsky, the idea is to "make visible the normally invisible cognitive process" of writing so that learning disabled students can "see the actions and hear the inner dialogue that directs cognitive behavior." (Contains 11 references.) (TB)

ED 378 583 CS 214 704

Hamlen, Bard Rogers
From the Far East to Near West: Teaching Asian American Literature.
PUB DATE- Nov 94
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).

not done a good job of educating the university community about what they do in the basic course; it is not just about teaching public speaking. Fifth, textbooks available for the basic course are a disappointment; for the most part, scholars continue to teach in the tradition Aristotle outlined 2000 years ago. (TB)

ED 378 602 CS 508 772

Hugenberg, Lawrence W.
The Boyer Commission Report: Implications in the Basic Course.
PUB DATE- Nov 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Curriculum Evaluation; Higher Education; *Introductory Courses; *Speech Communication; Undergraduate Students
IDENTIFIERS- Boyer (Ernest L); Carnegie Foundation for Advancement of Teaching; *Educational Issues

Because of the vast nature of the work of Ernest Boyer and the Carnegie Foundation for the Advancement of Teaching, it is appropriate to highlight specific ideas related to the basic course in communication and offer a response. First, further research must be done to determine the extent to which the basic communications course enhances student skills. Second, communication scholars have allowed the importance of their discipline to decrease in the perceptions of their colleagues and students; scholars must emphasize the importance of speech in all disciplines. Third, communication scholars have not required students to develop critical insights into contemporary problems. Fourth, there is little research done to support the teaching of basic communication courses. Fifth, communications scholars have been negligent in taking their ideas to other disciplines. Sixth, communication scholars should do more to teach with advancement of knowledge as a goal in the basic communications course. Seventh, communication scholars must rely less on graduate student assistants in the teaching of the basic course. Eighth, communication scholars must do more to reward innovative approaches to teaching speech. Ninth, applying what scholars know about communication practice and theory should be the goal of all communication educators, especially those involved in the basic course. (TB)

ED 378 603 CS 508 773

Hugenberg, Lawrence W.
Preparing Students To Be Educated Communication Consumers.
PUB DATE- Nov 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Curriculum Evaluation; Higher Education; *Listening Skills; *Rhetoric; *Speech

on the films of the 1970s and 1980s. This new version of the book reveals the way in which the image of Blacks in American movies has changed--and also the way in which it has remained the same. Following a preface to the expanded edition and a preface to the first edition in which the author details many personal interviews with Black performers in addition to his archival research, the book proceeds chronologically, beginning with silent films. Chapters in the books are: (1) Black Beginnings: From "Uncle Tom's Cabin" to "The Birth of a Nation"; (2) Into the 1920s: The Jesters; (3) The 1930s: The Servants; (4) The Interlude: Black-Market Cinema; (5) The 1940s: The Entertainers, the New Negroes, and the Problem People; (6) The 1950s: Black Stars; (7) The 1960s: Problem People into Militants; (8) The 1970s: Bucks and a Black Movie Boom; and (9) The 1980s: Black Superstars and the Era of Tan. The book is generously illustrated with movie stills throughout the years. (NKA)

ED 378 621　　　　CS 508 796

Ediger, Marlow
Oral Communication Skills in the Rural School.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Communication Skills; *Learning Activities; Primary Education; Rural Education; Rural Youth; Skill Development; *Speech Communication
IDENTIFIERS- Extemporaneous Speaking; Writing Contexts

Each student needs to achieve optimally in oral communication. The rural student should have ample opportunities to experience quality learning activities in communicating with others. First, pupils should have ample opportunities to practice making introductions. In society, people are introduced to each other. It is important to make the introductions properly so that enjoyable conversation might follow. Second, an excellent activity to stress is extemporaneous speaking. A learner should be given a topic and have to supply the content in a short period of time, say, 10 minutes. Third, pupils should select a poem to be read to the class. Fourth, rural learners should engage in debates. Debating can definitely lead to higher levels of thinking such as critical and creative thought. Sixth, students, when reading aloud out of the basal reader, should be instructed to read in an audience-centered manner. Seventh, rural pupils should write their own poems and read them to the class. Eighth, pupils should have ample opportunity to engage in creative prose writing. Ninth, practical writing is a must for all rural learners. Functional situations should be stressed. Thus, if pupils are practicing writing a friendly letter, the contents should be mailed or exchanged with classmates. (TB)

ED 378 622　　　　CS 508 798

Rust, Joseph Henry
Rationale for Equipping the Speech Instructional Staff at Rend Lake College with Lap Top Computers.
PUB DATE- Nov 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Decentralization; *Economic Development; *Educational Planning; *Educational Policy; Elementary Secondary Education; *Foreign Countries; Higher Education; *International Education; Small Schools

This book offers a range of original perspectives on issues of planning and managing education in small systems. It is based on the proceedings of a conference held at the University of London's Institute for Education, supported by the European Community Directorate General for Development. The conference addressed a range of themes relevant to policies and practice within educational sectors in small systems of Europe, the Commonwealth, and the Africa and the Caribbean and Pacific (ACP) group. Part 1 defines and maps the intellectual terrain. Part 2 presents case studies from the following small system contexts: Lesotho, the South Pacific, West Indies, and Bhutan. The third part presents two chapters on regional cooperation. The following key conceptual issues dominate the discussion: (1) definitions and conceptualizations of smallness; (2) the nature of decision making; (3) disadvantages of smallness; (4) advantages of smallness; (5) patterns of educational provision; and (6) appropriate models and alternative pathways to development. Appendices contain data on geographic and demographic factors and economic, political, and social indicators. Contains an extensive bibliography. (LMI)

ED 378 640   EA 026 399

Hartwig, Eric P.; Ruesch, Gary M.
Discipline in the School. Crisis Intervention Series.
PUB DATE- 94
NOTE- 625p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Court Litigation; Disabilities; *Discipline Policy; Due Process; Elementary Secondary Education; Expulsion; *Federal Legislation; Guidelines; *Legal Problems; *Legal Responsibility; *Special Needs Students; Suspension

Despite the significant amount of attention given to student description, a serious controversy remains regarding the procedures that constitute effective discipline. This book is designed to meet the need for systematic investigation of the parameters of appropriate disciplinary practices for all students. It helps administrators formulate, evaluate, and implement more effective, legally sound disciplinary procedures. Case histories, court decisions, literature reviews, and positive educational practice regarding the use of proper intervention plans are included. Following the introduction, chapter 1 provides an overview of discipline in the public schools, and chapter 2 describes the role of the multidisciplinary team in situations requiring the evaluation and assessment of students who may suffer from serious emotional disturbances. The role of individualized education programs (IEP) is examined in chapter 3. The fourth chapter explains the legal parameters for discipline policies, particularly the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Guidelines for student suspension and expulsion are outlined in and the school environment. Chapter 6 defines leadership as using talents to help others identify and use their talents. Chapter 7 presents the view that creative leaders set the stage by giving attention to civilities within the setting. Appendices contain four self-appraisal inventories and a figure of effective communication. Contains 63 references. (LMI)

ED 378 657 EA 026 416

Glasman, Naftaly S.
Making Better Decisions about School Problems: How Administrators Use Evaluation To Find Solutions.
PUB DATE- 94
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Case Studies; *Decision Making; Decision Making Skills; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; *Evaluative Thinking; Models; *Problem Solving; School Administration

This book shows how to use evaluation to find effective solutions. The first two chapters introduce evaluation as an administrative function at the school level. Chapter 1 draws on two kinds of literature--educational-administration literature (to survey administrative practices) and educational-evaluation literature (evaluation practiced by professional evaluators). The second chapter introduces a new model of the administrative process and a corresponding instrument for data collection and analysis. The instrument is a systematic checklist pertaining to decisions and evaluations that occur when school administrators face problematic situations. The model includes the description of the situation, the delineation of 4 key decisions that occur during the problem-solving process, and the specification of 22 sets of evaluation scattered among these 4 decisions. Chapter 3 presents 10 interviews with school administrators using the interview protocol described in chapter 2. In total, 30 interviews were conducted with 12 elementary school principals, 6 middle school principals, 6 assistant high school principals, and 6 high school principals in 7 southern California cities. The remaining 20 cases are summarized in Resource A. Chapters 4, 5, and 6 offer different uses of evaluation as part of the problem-driven administrative process. The fourth chapter synthesizes data derived from the 30 interviews for purposes of improved practice. The fifth chapter clarifies some of the characteristics of evaluation itself and the conceptual linkages between evaluations and decisions within the decision-making process. Selected practical applications of the instrument are depicted in the sixth chapter. Six figures and 11 tables are included. Contains 79 references. (LMI)

ED 378 658 EA 026 417

Short, Paula M.; And Others
Rethinking Student Discipline: Alternatives That Work. Principals Taking Action Series.
PUB DATE- 94
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Educational Finance; Elementary Secondary Education; *Expenditures; *School District Spending; *Special Education; Special Needs Students; *State Norms
IDENTIFIERS- *Illinois

This document presents findings of a study that examined costs incurred by local education agencies (LEAs) in the state of Illinois for the delivery of special-education services. Data were obtained from a survey of 110 out of 296 Illinois school districts in 6 geographical regions, a 37 percent response rate. Findings indicate that the expenditures for special education were high, but so were other types of education that attempt to deal with individual needs. It is concluded that special education does not need to be drastically reformed to solve its funding problems. However, more attention should be paid to costs of education in general and to alteration of the traditional methods of educational services delivery by utilizing enhanced instructional technology and home instruction. An adequate and equitable funding system could be ensured with standard delivery systems and with funding based on student need and regional differences. To fully fund special-education students, the state will have to restructure the tax system and shift the support for education from local property taxes to state income and sales taxes. Eight tables and two figures are included. Appendices contain the survey form and eight tables that show total and net expenditure ratios by region. (LMI)

ED 378 678   EA 026 442

O'Keefe, Joseph M.
Working toward an Inclusive School Culture: A University-Secondary School Collaborative Model of Reflective Practice.
PUB DATE- Feb 93
NOTE- 17p.; Address delivered at the Annual Meeting of the American Association of School Administrators (Orlando, FL, February 13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Action Research; College School Cooperation; *Cultural Pluralism; *Educational Environment; Higher Education; High Schools; Minority Groups; *Racial Bias; Racial Composition; Racial Identification; *Racial Integration; *Racial Relations; Socioeconomic Status

Since the mid-1960s, some affluent white schools, both public and private, have made efforts to welcome low-income students of color into their student bodies. However, studies of these efforts have usually ignored the complex and deep ambivalence experienced by many young people of color in white middle-class institutions. This paper attempts to gain insight into the challenges that young men of color face in education, with a focus on faculty and student development, and to clarify the phenomenon of institutional inclusion and exclusion. It describes a university-school collaborative effort to create a more inclusive school environment at an urban high school of 1,110 male students. The school increased its minority student population from less than 5 percent to 12 percent in 1991. A new Director of Diversity, a graduate student of color at Boston College, the second member of the partnership, was hired to work collaboratively with faculty, students, and a college faculty member. Methods included: (1) observation; (2) interviews with teachers, students, and parents; (3) document analysis; and (4) an examination of demographic, political, and

Implicit Theoretical Leadership Frameworks of Higher Education Administrators.
PUB DATE- Oct 94
NOTE- 33p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Sun Valley, ID, October 6-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Decision Making; *Educational Administration; Higher Education; *Leadership; *Leadership Styles; Management Development

Colleges and universities have a unique organizational culture that influences the decision-making processes used by leaders of higher education. This paper presents findings of a study that attempted to identify the theoretical frameworks that administrators of higher education use to guide their decision-making processes. The following theoretical frameworks were used to analyze leadership processes: (1) power and influence theory; (2) behavioral theory; (3) trait theory; (4) contingency theory; and (5) symbolic theory. Interviews were conducted with 10 higher education administrators from one university and one community college. Findings indicated that their implicit leadership styles comprised a mixture of integrated frameworks. They overwhelmingly used influential and behavioral frameworks to describe effective leadership. Good leadership was seen in terms of a leader empowering a follower for personal and professional success, and in terms of a leader's positive behaviors inspiring followers to achieve organizational goals. A majority of the administrators used a traditional approach; they were directive and held high authority, yet consulted with staff. A small group emphasized consensual decision making and advocated a group approach to leadership. Appendices contain survey correspondence, the interview format, and samples of interview responses that illustrate each theoretical framework. (LMI)

ED 378 699 EA 026 480

Van Patten, James J.
Sexual Harassment: Issues and Dilemmas.
PUB DATE- 94
NOTE- 32p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (San Diego, CA, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Civil Rights; Civil Rights Legislation; *Court Litigation; Educational Environment; Educational Policy; Elementary Secondary Education; *Federal Legislation; Freedom of Speech; Guidelines; Higher Education; *School Districts; *Sexual Harassment; State Action

This paper presents findings of a study that identified the actions taken by states to deal with sexual harassment in school districts. It also provides a historical overview of federal legislation and court litigation related to sexual harassment, civil rights, and First Amendment rights. Data on state actions were derived from a survey of all state departments of education. Responses were received from 35 state department administrators and 1 from the District of Columbia.

IDENTIFIERS- *Disproportionate Representation (Spec Educ); Diversity (Student)

This paper reports on the design, purpose, implementation, and outcomes of a policy forum on disproportionate representation of students from minority ethnic/racial groups in special education. The purpose of this policy forum was to develop an action agenda for implementation of two recommendations assigned a high priority by a group of stakeholders: (1) prereferral strategies should be an integral part of the educational process and should be made available to service providers prior to the initiation of a formal assessment, and training should be provided in this area; and (2) training should be provided to address the diverse learning strengths and needs of an increasing heterogeneous student population, including training in the area of parent/professional collaboration, and family members from different ethnic/racial backgrounds should be used as resources. Two speakers offered remarks: Robert Solomon on prereferral strategies and Beth Harry on home-school collaboration. Forum participants then identified compelling reasons to implement the recommendations, barriers to implementation, and critical components of an implementation plan. Appendixes contain a participant list, a list of background materials for the forum, an agenda, and tips for successful prereferral. (JDD)

ED 378 717 EC 303 613

Brown, Gail W.; And Others

A Comparison of Evaluation Methods and Treatment Modalities for Attention Deficit Disorder by School Psychologists and Other Practitioners.

PUB DATE- Mar 94

NOTE- 27p.; Paper presented at the Annual Convention of the National Association of School Psychologists (26th, Seattle, WA, March 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Attention Deficit Disorders; Child Psychology; Clinical Diagnosis; Clinical Psychology; *Diagnostic Tests; Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; *Intervention; Pediatrics; *Physicians; *Psychologists; *School Psychologists; Student Evaluation

A survey was conducted of 56 clinical child psychologists, 93 school psychologists, 24 family physicians, and 24 pediatricians concerning assessment methods and interventions for use with children with attention deficit disorders (ADD). Survey results are compared with results of a 1986 survey by R. Rosenberg and S. Beck to assess changes over 6 years. Data on use of the following assessment methods, by each group, are cited: interviews with the child, teachers, and parents; specific behavioral assessments; standardized tests; drawing tests; rating scales; apperception tests; and neuropsychological tests. Six groups of interventions were also examined: medication, behavior therapy, modification of school environment, cognitive behavior intervention, systems intervention, and psychotherapy. Results indicated that the diagnostic methods most commonly reported by all four groups were interviews and behavioral observations. School psychologists tended to modify the school environment and employ cognitive behavior therapy more frequently than did other groups. The survey also examined each group's work settings, level of education, workshops or classes on ADD

Camacho, Luis E.
Improving the Coordination of School Psychological Assessment Involving Monolingual and Bilingual Psychologists Who Work with Language Minority Children.
PUB DATE- 29 Aug 94
NOTE- 44p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingualism; Cooperative Planning; Disability Identification; Educational Diagnosis; Elementary Secondary Education; *Limited English Speaking; *Psychological Evaluation; Psychological Testing; Referral; *School Psychologists; *Student Evaluation; *Teamwork
IDENTIFIERS- *Language Minorities

A problem exists in the lack of assessment coordination between monolingual psychologists and bilingual psychologists when working with language minority children referred for evaluation of special needs. This practicum was designed to improve the psychological assessment coordination between monolingual English psychologists and the bilingual psychologist. The practicum involved development of assessment coordination guidelines to be utilized by monolingual English psychologists and bilingual psychologists, design and presentation of a workshop explaining the model to school psychologists, creation of a log to record incoming referrals of children suspected of being language minority, and conducting conferences during which the monolingual English psychologist and bilingual psychologist would determine their respective roles in the assessment process based on the coordination assessment guidelines. Analysis of data revealed that psychologists increased their participation in the evaluation process and they were better prepared to participate in the multidisciplinary team process. Appendices include a coordination assessment form, referral log, and questionnaire on psychological assessment of language minority children. (Contains 32 references.) (JDD)

ED 378 738 EC 303 635

Davis, Alan
Assessment in Psychiatric Rehabilitation: An Approach to Organizing the Early Stages of Casework.
PUB DATE- 13 Oct 94
NOTE- 17p.; Paper presented at the Annual Conference of the Montana Rehabilitation Association (October 13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Basic Skills; Behavior Change; Case Studies; Caseworker Approach; *Emotional Disturbances; Independent Living; Intervention; *Psychological Evaluation; *Rehabilitation Counseling; Skill Development; *Vocational Adjustment; *Vocational Rehabilitation
IDENTIFIERS- *Psychiatric Rehabilitation

Traditional cure-then-place approaches to vocational rehabilitation of individuals with psychiatric disabilities have had little success. An approach known as psychiatric

LANGUAGE- English
EDRS Price- MF05/PC31 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; *Cost Effectiveness; *Disabilities; Early Childhood Education; *Early Intervention; Home Programs; Infants; Longitudinal Studies; Parent Education; Preschool Education; *Program Effectiveness; Program Evaluation; Program Length; Program Validation; Special Health Problems; Time Factors (Learning); Toddlers; Visual Impairments
IDENTIFIERS- Center Based Programs; Home Based Programs

This report is the fourth in a series of follow-up analyses of nine longitudinal studies addressing the costs and effectiveness of alternative types of early intervention for children with disabilities. An introduction provides an historical perspective and conceptual framework for the studies, including common study elements and how research sites were selected. Focus of the studies has been on effects of varying the intensity of the intervention, effects of beginning intervention at different ages, and effects of variation in program components. A summary is provided for each study consisting of, first, information about the alternative forms of intervention being examined, and, second, a graphic summary of the outcomes for the various measures of child and family functioning. The bulk of the report consists of individual site reports in which each include a rationale, methodology, results and discussion, and conclusions. The individual studies are: (1) the New Orleans Visual Impairment Study (which varied the intensity of family involvement); (2) the SMA/LakeMcHenry Intensity Study (which varied the frequency of intervention services); (3) the Arkansas Intensity Study (which varied the frequency of home-based interventions by paraprofessionals); (4) the Jordan School District (which varied the frequency of a center-based intervention and the adult/child ratio); (5) the Salt Lake City Medically Fragile Study (which varied the age at which sensorimotor intervention was begun); (6) the Charleston, South Carolina Medically Fragile Study (which also varied the age of beginning intervention); (7) the Columbus Medically Fragile Study (which varied the intensity of intervention); (8) the Des Moines Public Schools Study (which compared center-based interventions with and without a parent education component); and (9) the Utah Parent Involvement Study (1986) (which also compared center-based interventions with and without a parent education component). Contains 272 references. (DB)

ED 378 757 EC 303 655

Greenland, Roy; Polloway, Edward A.
Handwriting and Students with Disabilities: Overcoming First Impressions.
PUB DATE- Oct 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Disabilities; Elementary Secondary Education; *Handwriting; Skill Development; Student Development; *Teaching Methods; Writing Difficulties; *Writing Instruction; Writing Skills

Students with disabilities often experience particular

Collection; *Disabilities; *Educational Assessment; Educational Objectives; Educational Policy; Elementary Secondary Education; Evaluation Problems; Inclusive Schools; Individualized Education Programs; *Measurement Techniques; Outcomes of Education; Program Evaluation; Student Educational Objectives
IDENTIFIERS- Outcome Based Education

Using a system that monitors just the process of education does not guarantee positive student outcomes. What education needs is a consistent set of accountability procedures for all students. As educators take steps toward a new and inclusive accountability system, they need to look at: (1) possible alternative approaches to accountability; (2) data needed to demonstrate that education is working for students with disabilities; and (3) barriers to the collection of these data and ways to overcome these barriers. Alternative approaches to accountability may include: focus on results or outcomes, collect information on achievement of Individualized Education Program objectives, analyze extant data, use norm-referenced tests, and create accreditation programs. Data needed include input, process, and outcome data. Barriers to collecting data include, among others, competing attitudes, lack of commitment, lack of agreement on outcomes and standards, and lack of curriculum-test alignment. Overcoming barriers involves offering staff development, involving stakeholders, mandating collection of accountability data, and other activities. (JDD)

ED 378 776 EC 303 675

Opportunity-To-Learn Standards.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; *Disabilities; Educational Assessment; Educational Legislation; *Educational Objectives; *Educational Opportunities; *Educational Policy; Elementary Secondary Education; Evaluation Methods; Federal Legislation; Measurement Techniques; Student Participation
IDENTIFIERS- Goals 2000; *Opportunity to Learn

The "Goals 2000: Educate America Act" emphasizes including all students in education reform considerations and expects all students to achieve world-class educational standards and learn challenging content to a high level of performance. The Act also establishes voluntary opportunity-to-learn (OTL) standards. OTL standards are defined as the criteria for, and the basis of, assessing the sufficiency or quality of the resources, practices, and conditions necessary to provide all students with the opportunity to learn material in national or state content standards. Different perspectives view OTL standards as equivalent to school delivery standards, as part of systemic reform, as input conditions, and as a time variable. Issues surrounding OTL standards include: (1) how to define OTL standards, (2) how to measure OTL standards, (3) minimum standards and "dumbing down," (4) when OTL standards can be applied, (5) incorporating standards into existing procedures, and (6) potential for confusing policies and increasing legal issues. Students with disabilities are often excluded from discussions of OTL standards, and in including them, the qualitative nature of education must be considered in addition to the quantitative nature of instruction. Five recommendations are offered. (JDD) to look, resumes and interviews, nontraditional work, being your own boss, job alternatives, and job rights. At the beginning of each section is a brief description of how to use the resources in the section, as well as a detailed table of contents. Resources listed in these three sections include the following: schools, colleges, apprenticeship programs, agencies, offices, laws, government publications, and businesses. A final resource section of the guide lists 10 books and 5 other publications. (KC)

ED 378 321   CE 067 893

Adkins, Lisa
Gendered Work. Sexuality, Family and the Labour Market.
PUB DATE- 95
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Comparative Analysis; Employer Employee Relationship; *Employment Patterns; *Employment Practices; *Family Work Relationship; *Females; Foreign Countries; Hospitality Occupations; Interpersonal Relationship; *Labor Market; Males; Power Structure; Sex Bias; Sex Differences; *Sex Discrimination; Sex Role; Sexual Harassment; Sexuality; Tourism
IDENTIFIERS- Family Owned Business; *Great Britain

A study examined the interrelationships between sexuality, family, and the labor market in Great Britain. First, a range of analyses of women's role in the labor market, including analyses from feminist and sociological perspectives, were reviewed to determine how sexual as opposed to gender relations operate in the labor market. Next, the role of women as unpaid and paid workers in family businesses was examined. Finally, the gendered structure and dynamics of work in a British hotel and leisure park were examined in a 6-month field study focusing on the relationship between sexuality and the gendered organization of employment relations. The study's main conclusions were as follows: (1) far from existing only outside the domain of employment, both family and sexual work relations can play a significant role in structuring gendered work relations within the labor market; (2) in the hotel and catering industries, work relations are frequently organized by the patriarchal relations of the family; (3) to gain access to employment, most women have no choice but to occupy positi[illegible] of sexual subjects; and (4) sexual exploitation in the workplace is the outcome of work relations that operate only for women. (Contains 218 references and 11 figures/tables.) (MN)

ED 378 322   CE 067 898

Winchester, Ruth Ann
Development of a Career Student Guide for the Tech Prep Program for Henry County High School.
PUB DATE- Oct 94
NOTE- 74p.; Doctor of Education Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Articulation (Education); Graduation Requirements; High Schools; Literature Reviews; *Material Development; *Program Guides; Required Courses; Technical Institutes; *Tech

"Developing Effective Trainers" (Bennett); "Effective Trainer Checklist" (Bennett); "Training the Sales Force" (Hill); "Performance Appraisal" (Stewart); "Using Evaluation Techniques" (Wynne, Clutterbuck); and "Training Records" (Marshall, Wallace). Part 3 consists of nine chapters on ways and means: "Learning How We Learn" (Giles); "Preferred Learning Styles" (Honey); "Individual and Group Learning" (Law); "Flexible Learning" (Temple); "Self-Managed Learning" (Cunningham); "Computer-Based Training" (Wynn); "On-Line Education and Development" (Hodgson, McConnell); "Mentoring and Coaching" (Moorby); and "Using Training Aids" (Bell). Part 4 on training for skills contains four chapters: "Communication Skills Training" (Francis); "Interpersonal Skills Training" (Bradley, Phillips); "Business Language Training" (Woodhall, MacKay); and "Neuro-Linguistic Programming" (Johnson). Part 5 on management T&D has nine chapters: "Effectiveness in Management Development" (Mumford); "Team-Building" (Critchley, Casey); "Developing Women Managers" (Marshall); "Management Development and Organization Development" (Robinson); "Action Learning: Long Haul" (Morris); "Management Games and Case Studies" (Debenham); and "Choosing Resources" (Abrahams). A glossary of training terms and an index are appended. (YLB)

ED 378 340 CE 067 916

Sloman, Martyn
A Handbook for Training Strategy.
PUB DATE- 94
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Learning; Basic Skills; Evaluation Methods; Foreign Countries; Job Performance; Job Skills; *Job Training; *Labor Force Development; *Models; Needs Assessment; Organizational Development; Program Effectiveness; Program Evaluation; Program Implementation; *Skill Development; Trainers

This handbook introduces a new training model that reflects the complexity of organizational life, changes in the human resources (HR) function, and the need to involve line management. Part I outlines the new context in which training must be delivered. It discusses the changing organizational requirements for training and the changing position of the training function within HR, reviews some models of the training function, and considers how an improved model could be developed. In part II, attention shifts to more practical issues--what the training manager should be doing to promote training in the organization. Needs identification is considered at both the macro and micro levels. At the higher level, the requirement to develop training within the context of the business plan and the need to capture HR benefits beyond narrow skills enhancement are discussed. Instruments that increase the effectiveness of needs identification, performance appraisal, and evaluation are introduced. Part III discusses the role of the training function and the place of the trainer. It is recommended that the main goal of the training function should be expressed as the management of the organization's training culture. The final section of the book considers skills required to achieve this objective. Appendixes present key features of the United Kingdom training environment--

Martin, Larry, Ed.

Proceedings of the Annual Midwest Research-to-Practice Conference in Adult, Continuing and Community Education (13th, Milwaukee, Wisconsin, October 13-15, 1994).

PUB DATE- Oct 94

NOTE- 252p.; Some pages contain very small type.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)

DESCRIPTORS- Adult Development; *Adult Education; *Adult Learning; Adult Students; Career Development; Community Education; Continuing Education; Educational Research; Higher Education; Leadership Qualities; Learning Theories; Literacy Education; Nontraditional Students; *Research and Development; *Theory Practice Relationship

IDENTIFIERS- *Workplace Literacy

The conference provided a forum for practitioners and researchers to discuss practices, concepts, evaluation and research studies in order to improve practice in adult education. Included are the following: "Realizing the Potential for Grounded Theory in Adult Education" (Babchuk et al.); "Behind the Smoke and Mirrors of Reorganization" (Benson); "A Blueprint for Transitioning the Returning Adult into Higher Education" (Bishop); "Toward a Model for Evaluating Commercially Prepared Critical Thinking Materials for Adult Literacy" (Blodgett); "Case Studies of Civic Education" (Boggs et al.); "Application of Adult Education Principles to Workplace Literacy Program Descriptions" (Chaney); "The Influence of Self-Other Relationships in Constructivist Approaches to Adult Learning" (Dirkx, Deems); "Styles and Effectiveness of Managing Conflict" (Donovan); "Development of Learned Ethical Behavior among Professional Nurses" (Elkins); "Teaching from the Pulpit" (Ellis); "Codes of Ethics and the Reflective Practitioner" (Ellis, McElhinney); "Linking Research and Practice" (Freer et al.); "Gender and Home-Based Work" (Furry, Radhakrishna); "On the Outside Looking In: Women Doctoral Students and Mentoring Relationships" (Garofolo, Hansman-Ferguson); "Helping Adults Manage Math Anxiety" (Gammage); "Implications of Situated Cognition and Authentic Activity on Adults Learning to Write" (Hansman-Ferguson); "Study of Highly Skilled Field Service Technicians Using a Grounded Theory Approach" (Huber); "'Mix and Weight' Exploring Dimensions of Choice and Responsibility in an Adult Learning Classroom" (Jha, Courtney); "Evaluating an Agricultural Innovation" (King, Rollins); "Paradox of Linking Theory to Practice" (Kolenbrander, Newhouse); "Employment and Career Outcomes of Adult Learners and the Outcomes Assessment Process" (Merrill); "Preparing Program Volunteers to Be Problem Solvers" (Miller, Chen); "Defining Scholarship" (Miller, Sandmann); "Effects of Inservice Training on Part-Time Continuing Education Faculty" (Nolte, Spikes, III); "Public Affairs Leadership" (Rossing et al.); "Strategies for the Design and Delivery of Workplace Education" (Schultz); "Eduard Lindeman's Challenge to Adult Education" (Thornton, Fisher); "Case Studies of Voluntary Career Transition of Community College Students" (Vanderveen); "Examining the Concept of 'Multiple Communities' and Their Impact on Adult Learners" (Wood, Jr.); and "Why Isn't Needs Assessing More Useful to Practitioners?" (Wood, Jr.). Most papers contain references. (YLB)

ED 378 360 CE 067 963

ED 378 377 CE 068 005

NCRVE Change Agent. Shaping the Future of Vocational Education. Volume 4, 1994.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 50p.; For volumes [illegible], see ED 366 773-775.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Collected Works - Serials (022)
DESCRIPTORS- *Accountability; Adult Education; Book Reviews; *Educational Assessment; Educational Change; Educational Quality; *Education Work Relationship; Federal Legislation; Leadership; *Leadership Training; Postsecondary Education; Secondary Education; Sex Fairness; Special Needs Students; *Student Evaluation; *Tech Prep; *Vocational Education
IDENTIFIERS- Authentic Assessment

The first of four issues in this volume consists of four review articles. "Tech Prep Quality" reviews a guide to total quality management and tech prep. "Specific, Ocean to Ocean" reviews a publication that identifies 10 preliminary plans for implementing tech prep. "...No Single Option" is about a monograph that evaluates tech prep and other current initiatives in terms of their value to the middle 50 percent of students. "Tech Prep Nat Sat Telecon" reports on a satellite teleconference that explored leadership, marketing, and business involvement in tech prep. Issue 2 begins with "Authentic Assessment," a review of authentic assessment practices. "Collecting Alternative Approaches to Assessment" focuses on alternative systems of assessment that address reform directives and new approaches to vocational education. "Let Me Get This Straight" looks at study results of local institutions who are trying to understand what Perkins accountability mandates really mean. "Accountability" summarizes two National Center for Research in Vocational Education (NCRVE) reports--one that develops a model of accountability and another that proposes policy alternatives in response to federal legislation. Issue 3 contains four articles. "An Annual Report on School-to-Work Programs" reviews an NCRVE report of the research conducted on successful education-to-work transition approaches. "Dive Right In!" explores work-based learning for medical unit secretaries. "Special Populations and More" reviews publications addressing two school-to-work connecting activities areas--special populations and gender equity. "Revising Educational Assessment" reviews two items about accountability and assessment. Issue 4 begins with "The Right Instrument," a review of the guides to two tools to assess leadership performance. "Administrative Breakwater" reviews a professional development simulation. "In Cases..." focuses on a collection of case studies for leadership development. "For Those about To Lead" reviews a leadership development curriculum. "A Source of Resources" assesses a publication that provides detailed information about leadership development resources. (YLB)

ED 378 378 CE 068 006

Vocational Rehabilitation Record 1993: Partners in Achievement.
PUB DATE- 93
NOTE- 56p.
LANGUAGE- English

DESCRIPTORS- Educational Legislation; *Federal Aid; Federal Legislation; *Federal Programs; Government Role; Government School Relationship; *Guidelines; Postsecondary Education; *Program Administration; Program Implementation; Secondary Education; State Programs; Statewide Planning; Student Records; *Vocational Education; Workshops

IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Wisconsin

This report describes the process, participants, and recommendations for change evolving from a workshop centered on a review of Wisconsin Department of Public Instruction (DPI) practices relating to the federal Carl Perkins Act. A workshop summary discusses the background, process, and outcomes of the workshop. Highlights are provided from the three groups that deliberated on three broad topical areas: application guidelines, related issues, and the Vocational Education Enrollment Reporting System (VEERS). Other contents include the workshop invitation, workshop agenda and participant list, and breakout team directions, topical issues, and roster. Lists of suggestions for breakout team recommendations follow. The recommendations for the applications guidelines identify 30 specific suggestions for potential changes to the guidelines themselves as well as identification of various issues related to them (e.g., putting the application information on Wisenet, etc.). The related issues recommendations focus on these three issues: Local Vocational Education Coordinators requirement, consortium fiscal practices, and DPI consultant role. The VEERS recommendations relate to four major areas: clarification of definitions, descriptions, and ideas; technical assistance needs; communication between DPI, fiscal agents, and local education authorities; and multiple requests for related data. The report concludes with the workshop evaluation form and summary of evaluation form comments. (YLB)

ED 378 397   CE 068 062

Wisconsin Secondary Vocational Education Annual Performance Report 1994.

PUB DATE- 94

NOTE- 72p.; Appendix contains filled-in type.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Annual Reports; Apprenticeships; Correctional Education; Demonstration Programs; *Early Parenthood; Leadership Training; Nontraditional Occupations; One Parent Family; Professional Development; *Secondary Education; *Sex Fairness; *Special Needs Students; *State Programs; Statewide Planning; Technical Assistance; Tech Prep; *Vocational Education

IDENTIFIERS- Wisconsin

In 1994, the Department of Public Instruction/Bureau for Vocational Education (DPI/BVE) proposed performance standards and measures that dovetailed into the existing secondary vocational data system. Tech prep and youth apprenticeship options were provided to all people and groups. Services provided to single parents, displaced homemakers, and single pregnant women were in most demand by category. Teen single parent projects funded in fiscal year 1994 included the following: half-credit vocational courses, "Teen Pregnancy Prevention" road shows, preemployment training leading to supervised on-the-job training at a community-based training site, nontraditional career experiences, career planning curriculum, and coordination of service with the regular school program. Wisconsin's secondary equity efforts were concentrated

Learning; *Professional Development; *Teacher Education; Two Year Colleges; Undergraduate Study
IDENTIFIERS- Canada; Europe; *Professionalization of Teaching; Tanzania; United Kingdom

This publication contains an introduction and the 19 papers presented in workshops at a conference that addressed some issues relating to professionalization and the training and professional development needs in the area of adult education. Papers are as follows: "Training and Professional Development in Adult and Continuing Education" (Benn, Fieldhouse); "Cultural Awareness and Communication: A Perspective on Europe" (Arthur); "An Investigation of Professional Development Needs in Adult Education" (Benn); "The Search for a Core Curriculum in the Training of Senior Adult Education Personnel" (Cohen); "The Professionalization of Continuing Educators in the UK (United Kingdom): An Appropriate Model for the Future?" (Parker, Davies); "In-service Training and Development of Clinical Educators in Orthopaedic Surgery, Sports Medicine, and Veterinary Medicine" (Farmer); "Adult Counselling: A Need, a Challenge, and an Opportunity for Developing a New Discipline" (Friedlander); "A Competency-based Approach to Initial and Continuing Professional Education" (Gonczi); "Theory and Practice in the Curriculum Preparing Educators of Adults" (Henschke); "Developing Professionals for Adult Education in Flanders" (Hinnekint); "Pedagogy, Androgogy, and Professional Education" (Jarvis); "Lifelong Learning--Holy Grail or Poisoned Chalice?" (Jowitt); "Principles behind the Generation of Adult Education in Local Arenas" (Larsson, Thang); "Adult Educators: Issues of Professionalisation" (Papanaoum); "A Conceptual Framework for Developing Adaptive Competency for Professionals" (Paprock); "Instructors-as-Researchers-and-Theorists: Faculty Development in a Community College" (Peters); "Adult Education Studies in Canada: Graduate and Undergraduate Programmes" (Wickett); "Self Reliance and Distance Education--The Case of Teachers in Tanzania" (Wort); "Towards a Comparative Study of Policy and Practice of Training and Development in Western Learning Societies" (Zeldin); and "The New Education of Adult Educators: What, Who, and Why?" (Zukas). (YLB)

ED 378 415 CE 068 116

The Rochester (NY) School-to-Work Transition Initiative.
SPONS. AGENCY- National Center on Education and the Economy, Rochester, NY.
PUB DATE- Nov 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Career Education; *Curriculum; *Educational Practices; *Education Work Relationship; Elementary Secondary Education; Entry Workers; High Risk Students; *Institutional Cooperation; Job Skills; Postsecondary Education; *Program Implementation; *School Business Relationship
IDENTIFIERS- *Rochester City School District NY

The Rochester (New York) School-to-Work Transition Initiative introduces career opportunities and choices to students from prekindergarten through 12th grade and beyond by preparing them for the workplace. The initiative helps students identify their interests and a career direction and enables them to pursue the education and technical training needed to succeed in the world of work. Key features of the initiative include the following:

A Guide to Reading Comprehension and Critical Thinking.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 9 May 94
NOTE- 63p.; For related modules, see CE 068 153-167.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Behavioral Objectives; *Critical Thinking; Definitions; Learning Activities; Learning Modules; *Literacy Education; *Reading Comprehension; *Reading Instruction; Reading Strategies; *Thinking Skills; Vocabulary; Workshops
IDENTIFIERS- *Workplace Literacy

Focusing on thinking skills, this guide, developed by the educators at the Emily Griffith Opportunity School, is designed to help employees to understand more and understand better what they read and to solve problems based on that understanding. The guide is designed for approximately 15-20 hours of instruction for low- to midlevel readers. It is organized in three parts. Part I offers strategies for solving common reading problems as well as strategies for forming good reading habits. Part II contains short activities for employees to practice their reading and thinking skills (with an answer key). Part III contains an alphabetical list of vocabulary words, a list of resources, and a practice page for readers to make notes or comments on the guide. Each lesson consists of the following key areas: topic, background, objective, facilitator instructions, materials, student activity, critical thinking discussion, more practice, and vocabulary. Contains 11 references. (KC)

ED 378 435 CE 068 160

Snapp, Mary
Health & Hygiene in the Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 15 Jul 94
NOTE- 35p.; For related modules, see CE 068 153-167.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Health Education; *Hygiene; Learning Activities; Learning Modules; *Literacy Education; Medicine; Occupational Safety and Health; On the Job Training; Physical Health; Sanitation; Workshops
IDENTIFIERS- *Workplace Literacy

Developed by educators from the Emily Griffith Opportunity School with input from employees--both workplace literacy students and nonstudents--this guide contains activities for teaching health and hygiene on the job. Flowing from a perspective of respecting cultural diversity and guided by a common thread of good work practices, the activities cover the following eight topics: the Martin Luther King story; asking personal questions; gestures; foods, odors, and stains; new information for a new job; personal hygiene objects and how they are used; medicine chest; and on-the-job communication. Lessons include activities and student handouts. (KC)

ED 378 436 CE 068 161

Violence; Fear; *Females; Homicide; Sex Differences; *Violence
IDENTIFIERS- Firearms; *Guns

Many gun manufacturers market guns to women claiming a gun can provide protection. Statistics provided in this fact sheet indicate gun ownership may provide a false sense of security that can be fatal, since the greatest threat to a woman comes from the people and guns within her own home. Contrary to "typical" scenarios created by advertisers, data show that Americans are over three times more likely to be attacked at home by a person they know than attacked at home by a stranger. A gun in the home is 43 times more likely to kill a family member or friend than it is to kill in self-defense. The impact of having a gun present in a battering relationship is described. The document includes two charts, the first on the relationship of female homicide victims to assailants, and the second on the sex of the victim and the offender in a homicide. (RB)

ED 378 457 CG 025 661

Duker, Laurie, Ed.
Guns in Schools. Firearm Facts.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 3p.; For related Firearm Facts sheets, see CG 025 656-664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Crime Prevention; Elementary Secondary Education; Expulsion; Fear; Homicide; *School Safety; *Students; *Urban Schools; *Violence
IDENTIFIERS- Firearms; *Guns

Common reasons that young people choose to carry firearms outside of school--protection, intimidation of others, or to be like their peers--are the same reasons they carry guns into the school. This fact sheet presents statistics regarding the prevalence of firearms amongst students in American schools, including: shooting fatalities and woundings on school grounds; number of guns confiscated in California schools; frequency of students bringing guns into school; and students' feelings of fear while at school. The effectiveness of metal detectors and automatic expulsion policies are briefly discussed. (RB)

ED 378 458 CG 025 662

Duker, Laurie, Ed.
Unintentional Gun Deaths among Children. Firearm Facts.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 3p.; For related Firearm Facts sheets, see CG 025 656-664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accident Prevention; Adolescents; *Children; *Homicide; Laws; Safety; *Violence
IDENTIFIERS- Firearms; Gun Control; *Guns

Children are at risk of being killed or injured by a gun if their parents own a gun because many guns obtained for self-defense are kept loaded and within reach of children. This brief fact sheet presents statistical information relating to accidental deaths involving young people and firearms. Safety measures are suggested for preventing accidental shootings, such as keeping

The Importance of Human Needs during Retrospective Peacetime and the Persian Gulf War: University Students in the United States.
SPONS. AGENCY- Middle Tennessee State Univ., Murfreesboro.
PUB DATE- Jul 92
NOTE- 41p.; Paper presented at the International Congress of Applied Psychology (23rd, Madrid, Spain, July 17-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; College Students; Higher Education; *Individual Needs; Life Events; Motivation; *Need Gratification; Peace; *Psychological Needs; Stress Variables; *Student Attitudes; Well Being
IDENTIFIERS- *Gulf War

The importance of human needs during the retrospective peacetime in 1990 and the Persian Gulf War in 1991 was examined among 564 college students in the United States. Results of factor analyses showed that during peacetime, two factors (higher-order and lower-order needs) were identified. During the war, all needs were rated as more important and only one factor was identified. During peacetime, the safety of one's own life was significantly more important than the safety of the country, which was rated as the least important need. During the war, the safety of the country became significantly more important and was as important as the safety of one's own life. Students who had a spouse, family members, or friends in the Middle East during Desert Storm differed significantly from those who did not in war-related stress and the importance of several needs. (Author)

ED 378 479 CG 025 878

Wickwire, Pat Nellor, Ed.
CACD Journal, 1993-94.
PUB DATE- 94
NOTE- 76p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Burnout; Career Choice; *Career Counseling; Career Development; Childhood Interests; College Freshmen; *Counselor Client Relationship; *Counselor Educators; Counselors; *Counselor Training; Crisis Intervention; Cultural Pluralism; Educational Objectives; Faculty Workload; *Group Counseling; Hypnosis; Imagery; Learning Disabilities; Persuasive Discourse; Self Efficacy; Sport Psychology

This official journal of the California Association for Counseling and Development (CACD) includes the following articles: (1) "The Editor's Message" (Pat Nellor Wickwire); (2) "The CACD President's Message" (Mary Honer); (3) "The Challenge to Multiculturalism--Can We Get Along?" (Rodney J. Reed); (4) "Burnout among Crisis Intervention Counselors and Its Relationship to Social Support" (Susan M. Fishbach and Romeria Tidwell); (5) "Desired Outcomes of Counselor Education" (Linnea White); (6) "Effects of Verbal Persuasion on the Career Self-Efficacy of College Freshmen" (Darrell A. Luzzo and Mary Taylor); (7) "Does Childhood Matter? A Rationale for the Inclusion of Childhood in Theories of Career Decision" (Ashton D. Trice and Nancy McClellan); (8) "Faculty Workload in Counselor Preparation Programs" (Robert L. Bowman, Vicki E. Bowman, Toni R. Tollerud; (9) "Counseling the Client Who Has a Learning Disability" (Robert E. Manganello); (10) "Sculpting in a Group: A Group Process Exercise" (Richard A. Hanks, Harold B.

prevention in the schools? What are the current outcomes related to ATOD prevention education? What effects have ATOD prevention education yielded in the past two years? What were the effects of the loss of funds, as well as the threat of diminished funding, on ATOD prevention education? Results indicated that student ATOD use mostly remained constant over two years. These stable or constant ATOD-use rates seemingly indicate the inefficacy of the DATE Program, but, the evaluation concludes, the context in which this stability occurred renders this stability an impressive accomplishment. (RJM)

ED 378 501   CG 025 903

Women in American History: A Training Module Grades 1-6. Equity in Education: The Alaska Project.
PUB DATE- Oct 87
NOTE- 114p.; Funded by Title IV Sex Desegregation Technical Assistance Grant.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Children; Curriculum; *Curriculum Development; Elementary Education; Females; Instructional Materials; Learning Modules; Material Development; Professional Training; Sex Bias; Training; *United States History; *Womens Studies
IDENTIFIERS- *Alaska; *Womens History

This module arose in part from a state law which prohibits sex discrimination in public school education. Its purpose is to increase awareness and knowledge of women's contributions to U.S. history. The module was developed so that elementary school personnel could readily adapt its information for elementary grade students. It reviews lessons plans developed by classroom teachers and encourages that these plans be adapted for use by teachers in their individual classes. The module states seven learning objectives: (1) Participants will become acquainted with each other and with the trainer; (2) Participants will be exposed to six American women who have played important roles in our political process; (3) Participants will try to identify 48 notable Americans by matching a person's name to bibliographic information; (4) Participants will become familiar with the breadth and depth of women's participation in American history; (5) Participants will be given resource material on women in America and interesting events in Women's history; (6) Participants will have an opportunity to view women in history lesson plans, develop their own lesson plans, and share newly written plans; and (7) Participants will be given an opportunity to evaluate the workshop. It is hoped that the module will help correct sexual bias in instructional materials. (RJM)

ED 378 502   CG 025 904

Women in American History: A Training Module Grades 7-12. Equity in Education: The Alaska Project.
PUB DATE- Oct 87
NOTE- 68p.; Funded by Title IV Sex Desegregation Technical Assistance Grant.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Curriculum; *Curriculum Development;

DESCRIPTORS- Academic Failure; Academic Persistence; Adolescents; Attrition (Research Studies); *Dropout Characteristics; *Dropout Research; *Dropouts; Family Environment; Grade Repetition; High Schools; Low Achievement; School Holding Power; Secondary Education; Student Attitudes; *Student Attrition; Student Promotion; Withdrawal (Education)

This study examined research from 1980 to 1992 that addressed characteristics of high school dropouts. Data from 32 empirical studies were synthesized into an integrative review. A list of the most common characteristics of high school dropouts was generated and the major policy issues related to dropping out were identified and addressed. Four major categories of dropout characteristics were found: demographic, social and family, deviant behavior in society, and in-school. Some of the more common characteristics of dropouts included ethnicity, low socioeconomic status, coming from a single-parent family, a high rate of absenteeism, disciplinary problems, grade retention, low academic performance, and poor achievement test scores. The major policy issues related to the dropout problem included: the lack of a uniform definition of the term dropout; the inaccuracy of statistics measuring local, state, and national dropout rates; the correlation between grade retention and dropping out; the dropout rate in special education; and the need for more research on how many dropouts return to school or receive their Graduate Equivalency Diploma. Further investigation is needed on the role of the family in a student's decision to drop out of high school, the impact of peer influence, and the dropout problem in special education. (RJM)

ED 378 521 CG 025 924

Prevention of Child Sexual Abuse. Final Report of the Joint Commission of the Chancellor and the Special Commissioner.

PUB DATE- Oct 94

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; *Child Abuse; Children; Child Welfare; Early Intervention; Elementary Secondary Education; Interdisciplinary Approach; *Prevention; *School Personnel; *Sexual Abuse; Teachers; Training Objectives; Urban Schools; *Urban Youth; Victims of Crime

IDENTIFIERS- *New York (New York); New York City Board of Education

In recent years, sex abuse scandals have struck schools around the country. This report contends that the way to address sexual abuse is to face it head on and to develop a comprehensive program to attack every facet of the problem. It is the multi-faceted nature of child sexual abuse that dictates this comprehensive approach. It is recommended that efforts be made to prevent child abusers from entering the school system by screening all prospective employees. Likewise, regulations must clearly define prohibited conduct and be vigorously enforced. While these measure will prevent some sexual abuse from occurring, no screening or regulation can guarantee that employees will not sexually abuse students. It is therefore critical that the schools be fully prepared to deal with child sexual abuse whenever and wherever it occurs. Research has shown that the reaction to the child's first disclosure of sexual abuse is crucial, because there is often no second disclosure. The recommendations contained in this report would and systematic parental involvement that is coordinated through the school and is based upon proven and effective methods of parent-child interaction around reading. The program is simple to learn, easy to implement, efficient in the amount of time invested by parents, and cost-effective for schools or other educational agencies wishing to implement it. In Fast Start, parents and children read a brief highly predictable and interesting text each day. The reading involves parents reading to children, neurological impress/paired reading, and moves toward children reading on their own. Repeated readings help build fluency, word recognition, and comprehension among children. After the text has been read, parents and children engage in word bank/word sort/sentence building activities using words from the current and previous texts. Preliminary studies of Fast Start have demonstrated that it can have positive effects on primary students' word recognition, fluency, and overall reading proficiency. (Contains 89 references.) (Author/RS)

ED 378 545 CS 011 965

Manzo, Anthony V.; Manzo, Ula C.
Teaching Children To Be Literate: A Reflective Approach.
PUB DATE- 95
NOTE- 710p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Critical Reading; Elementary Education; *Literacy; Reading Achievement; Reading Aloud to Others; Reading Improvement; *Reading Instruction; *Reflective Teaching; Special Needs Students; Student Evaluation; *Teacher Role; Theory Practice Relationship; *Thinking Skills; Vocabulary Development; Word Recognition
IDENTIFIERS- *Emergent Literacy

Intended primarily for preservice elementary classroom teachers, this book focuses on preparing teachers for literacy education as it is practiced today, giving them the background knowledge, will, and wisdom to find other and better ways. The book is based on three assumptions: teachers must participate in examining and defining their philosophy and goals, and in selecting the teaching methods that will guide their efforts; teachers need to build familiarity with the research literature of the field; and teachers must be prepared to work in a variety of possible settings. Chapters in the book are: (1) Literacy and the Reading Process; (2) Literacy Providers: Principles and Beliefs of Influential Teachers; (3) Emergent Reading and Writing: Early Childhood to Primary Grades; (4) Reading Aloud, Listening, and Speaking; (5) Reading and Responding: Emergent Higher Order Literacy; (6) Word Recognition and Analysis; (7) Vocabulary for Reading, Listening, Thinking, and Writing; (8) Improving Basic Comprehension; (9) Critical and Creative Reading, Writing, and Thinking; (10) Content Area Reading, Writing, Reasoning, and Study; (11) Literacy Provisions for Children with Special Needs; (12) Literacy Assessment; and (13) The Classroom and School Literacy Program. Appendixes contain a "picture potency formula," a teacher's primer on phonics, a vocabulary of "senses," and performance indicators. Contains approximately 1,500 references. (RS)

ED 378 546 CS 011 966

Baumann, James F.; And Others
Research Questions Teachers Ask: A Report from the National Reading Research Center School Research Consortium. Reading Research Report No. 30.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; Elementary Secondary Education; Program Descriptions; *Reading Research; *Research Needs; *Research Opportunities; Research Proposals; Theory Practice Relationship
IDENTIFIERS- Discourse Communities; National Reading Research Center; *Professional Concerns; *Teacher Researchers

This paper reports on the creation, growth, and continual development of a teacher-researcher community formed in conjunction with the University of Georgia site of the National Reading Research Center (NRRC). The National Reading Research Center School Research Consortium (SRC) is a teacher-researcher community that includes approximately 35 elementary, middle, and high school teachers from the greater Athens, Georgia, area. The mission of the SRC is to conduct and report teacher-directed classroom-based inquiry that informs practice and enlightens theory for literacy professionals. The research questions that drive current and future studies come directly from the teacher-researchers. The first sets of research questions came from open-ended meetings with prospective SRC teacher researchers. These questions were then refined and honed as the teacher researchers wrote proposals for SRC funding. The research questions evolved further as the research was implemented. The paper includes research questions that direct SRC studies, as well as vignettes of how teacher researchers' inquiry and research questions changed as the research process unfolded. Contains 24 references and 2 tables listing research questions. (RS)

ED 378 565 CS 011 985

Allington, Richard L., Ed.; Walmsley, Sean A., Ed.
No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools. Language and Literacy Series.
PUB DATE- 95
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Cost Effectiveness; *Early Intervention; *Educational Change; Elementary Education; *High Risk Students; *Literacy; Low Income; Portfolio Assessment; Program Descriptions; *Remedial Programs; Rural Education; Urban Education
IDENTIFIERS- *Educational Issues; Vermont

Responding to the growing consensus among researchers and educators that prevention of learning problems makes more sense than remediation, this book presents essays that suggest ways to improve literacy instruction for all children, particularly those who are at risk. Essays in the book discuss practical matters such as funding, curriculum, assessment, and present

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Asian Americans; *Cultural Awareness; Cultural Background; Ethnic Stereotypes; Ethnocentrism; Higher Education; Literary Criticism; *Literature Appreciation; *Multicultural Education
IDENTIFIERS- *Asian American Literature; Lesley College MA

In teaching Asian American literature on the college level, the first consideration is to try to choose works that dispel the dominant stereotypes. One of these stereotypes is the "otherness" myth that Asian American culture is very exotic, distant, mysterious, as in "the mysterious and far East." In reality, Asian Americans are here, have been here, and from, say, the perspective of San Francisco, their roots are not so very far to the west across the Pacific. Closely linked to the myth of otherness is the myth of the exotic Asian woman, like Madame Butterfly, who can be loved and left without remorse by the dominant White male. Furthermore, the Asian American culture is huge and varied. To lump together all these cultures into one category is, of course, entirely inappropriate. In fact, there are many definitional issues worthy of investigation. Students need to learn the history of the various cultures, many of which have been in conflict with each other and many of which have been treated badly in the United States. The main reason for teaching Asian American literature at Lesley College is because the instructors value voice and the power of stories to build understanding between people. In the search for authentic voices, Asian American literature is fertile ground. (Lists 24 literature selections and several useful sources.) (TB)

ED 378 584 CS 214 705

Gentile, Claudia A.; And Others
Windows into the Classroom: NAEP's 1992 Writing Portfolio Study.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 278p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Grade 4; *Grade 8; Intermediate Grades; Junior High Schools; Portfolio Assessment; Portfolios (Background Materials); Student Evaluation; Student Writing Models; *Writing Achievement; Writing Evaluation; Writing Processes; Writing Research
IDENTIFIERS- *National Assessment of Educational Progress; Process Approach (Writing); *Writing Contexts

Based on a survey conducted in 1992 by the National Assessment of Educational Progress (NAEP), a study examined the types of writing students performed in school, the quality of their classroom writing, and the relationship between their classroom writing and their performance on the NAEP writing assessment. A nationally representative subgroup of more than 3,000 fourth and eighth graders who participated in the 1992 NAEP writing assessment submitted three pieces of writing that represented their best writing efforts and reflected different kinds of writing (narrative, informative, persuasive). Students were

Communication; Student Needs; Thinking Skills; Undergraduate Students
IDENTIFIERS- *Communication Competencies; Speech Communication Education

Communication competence is too complex to assess as the result of one course in communication. If scholars in the field of communication tell accrediting agencies, administrators in higher education, state legislators, and/or the general public that students are competent communicators when they "pass" one communication course, they are doomed to failure. Before the issue of assessment can be addressed, scholars must identify the specific skills they want students to understand and practice in the basic course. At present there is little consensus about what ought to be taught in a communications course. The field of speech communication is in a quagmire. In many sectors it has not moved beyond the educational practices of Ancient Greece. While certain areas of the classical tradition are worth preserving, specifically, a continued emphasis on skills and a dedication to the inclusion of contemporary issues, a reorientation of instruction to incorporate a receiver-oriented approach ("consumerism") is in order. Instructors should cover the following areas, as understood from the viewpoint of the listener: (1) organization; (2) supporting materials; (3) reasoning; and (4) credibility. Communication educators must teach students to be skeptical of the messages they receive. If they fail in this area, they fail their students, their colleagues, they universities, their discipline and more importantly their society. (Contains 9 references.) (TB)

ED 378 604   CS 508 775

Bankston, Ronnie G.; Terlip, Laura A.
The Effects of Videotaping on Student Performances in the Basic Communication Course.
PUB DATE- Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Research; *Feedback; Higher Education; *Introductory Courses; *Speech Communication; *Student Evaluation; *Student Reaction; Student Surveys; Undergraduate Students; Videotape Recordings
IDENTIFIERS- Communication Behavior

One of the most common communication technologies being used in the classroom is the videocassette recorder. The videotaping of students' performances provides the instructor with a form of visual feedback that can be used to reinforce concepts and identify the strengths and weaknesses of the students' performances. Past studies have typically viewed videotaped performances as an effective feedback tool. A survey of 84 undergraduate students enrolled in an introductory oral communications class attempted to determine if this assumption was, in fact, sound. Specifically, it posed the following questions: (1) does the use of videotape as a method of feedback enhance student appreciation of evaluation criteria used by the instructor; (2) does the use of videotape decrease the gap between students' perceptions of their grades and the actual grade they receive; and (3) what is the impact of using

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computers; *Computer Uses in Education; *Feedback; Higher Education; Instructional Innovation; *Speech Communication; *Student Evaluation
IDENTIFIERS- *Laptop Computers, Rend Lake College IL; Technology Integration

The traditional method of evaluating student speeches involves an instructor who listens to the speeches while filling out a critique form and/or writing comments. There are many problems with the traditional method that can be solved by the use of computer feedback; moreover, it will give the student speaker specific design and evaluation suggestions allowing the instructor to perform a more thorough and balanced student evaluation. A computer feedback system would involve the following: (1) an appropriately designed evaluation form for each speaking assignment; (2) a bank of prepared comments keyed to each of the evaluation forms; (3) a word processing macro system such as WordPerfect or MicroSoft Word and augmented with Tempo II Plus or Quickeys 2; (4) Macintosh Powerbook. Rend Lake College (Illinois) speech communication faculty would be involved in designing the various evaluation forms and macro comments to be used in Speech 1101. Each instructor would be assigned a Macintosh Powerbook equipped with the appropriate software. The advantages of computer feedback are numerous: it enhances the instructor's role as evaluator and critic; it improves departmental evaluation consistency; it increases student learning through immediate feedback; it motivates students and reduces grading complaints; it facilitates student evaluations; it adds a computer usage element to Speech 1101. (TB)

ED 378 623 CS 508 799

Ruminski, Henry; And Others
Critical Thinking in Speech Communication: Survey of Speech Communication Educators.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Communication Research; *Critical Thinking; Higher Education; National Surveys; Questionnaires; *Speech Communication; *Thinking Skills
IDENTIFIERS- Educational Issues; *Faculty Attitudes; Speech Communication Association

The interests of all communication educators would best be served if those educators could agree on a single broad definition of critical thinking that incorporates a variety of perspectives. Toward this end, questionnaires were sent to a ramdom sampling of 300 members of the Speech Communication Association; 88 were returned. The questionnaire asked for responses in four areas: (1) demographics, teaching experience and academic rank; (2) open-ended questions about critical thinking and the integration of critical thinking in teaching; (3) Likert Scale questions about critical thinking; (4) questions about how to evaluate critical thinking. Of the respondents, 90% said they offered instruction in critical thinking; 80% said they chapter 5, and positive educational alternatives to traditional discipline are explored in the sixth chapter. Strategies for developing schoolwide discipline plans and for conducting the due-process hearing are offered in chapters 7 and 8. The addendum provides an overview of strategies and remedies for parents. Appendices contain an individual management plan, intervention resources, procedural guidelines, a sample student-suspension policy and notice, samples of an expulsion policy and proceedings, checklists, a staff memorandum, and an educator's guide to legalism. An index and table of cases are included. (LMI)

ED 378 641 EA 026 400

Glatthorn, Allan A.
Developing a Quality Curriculum.
PUB DATE- 94
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Guides; *Educational Planning; *Educational Quality; Elementary Secondary Education; Instructional Effectiveness; Organizational Development; Participative Decision Making; *Total Quality Management

In the face of increasing demands for school reform, educational leaders are looking anew at the core elements of the instructional program, including the curriculum. This book serves as a guide to both understanding and practicing sound curriculum development. It lays out the steps of a quality curriculum-development process and emphasizes that this is a collaborative process involving district leaders, school administrators, teachers, students and parents. Shared leadership among stakeholders who are committed to student learning and educational quality is essential. The first chapter describes the foundation principles that guide the improvement effort and outlines basic concepts of W. Edwards Deming's Total Quality Management concept. Chapter 2 details the several types of groups and the planning needed to accomplish curriculum work. As chapter 3 explains, certain foundation documents are also needed: curriculum policies, curriculum goals, and a vision of curriculum excellence. Chapter 4 explains the processes by which the district task forces then produce and evaluate the scope-and-sequence charts and the curriculum guides necessary to quality teaching. Chapters 5-8 describe three major steps district work takes, under direction of the Curriculum Planning Council: aligning and monitoring the curriculum; ensuring effective implementation of the district guide; and developing the school and classroom curriculum. The ninth chapter describes the "bottom-line" audit, through which the effectiveness of the entire curriculum-development process is evaluated. Thirty figures are included. Appendices list questions to be asked when conducting the audit. (LMI)

ED 378 642 EA 026 401

Downey, Carolyn J.; And Others
The Quality Education Challenge.
PUB DATE- 94

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Codes of Ethics; Corporal Punishment; Discipline; *Discipline Policy; *Discipline Problems; *Educational Environment; Elementary Secondary Education; High Risk Students; *Organizational Climate; Self Control; *Self Management

This book presents an alternative way of thinking about school discipline policy. It advocates the establishment of a school environment that supports good student behavior and provides an organizational look at how to build good school discipline, based on actual experiences. Punitive approaches, whether based on rewards or punishment, simply employ techniques to control student behavior. They produce little self-discipline and only short-term compliance. Discipline must, therefore, be viewed as part of the larger learning system whose goal is to strive for long-term learning that produces mental and moral involvement. Important elements of a supportive school climate include positive parent-teacher expectations of students, respect for students, and good communication. Chapter 1 discusses the impact of teacher and administrator perceptions on how students learn to be self-disciplined. Chapter 2 examines various approaches to discipline from a schoolwide perspective, particularly the approach used by one high school in developing its discipline-management program. Varieties of inschool suspension programs are also described. The third chapter discusses various in-class strategies for good student discipline and the powerful influence of teacher perceptions on how students learn to behave. Practical considerations for building and training successful problem-solving teams are offered in the fourth chapter. Chapter 5 discusses the limitations of traditional discipline strategies for at-risk students. Chapter 6 presents a cost-benefit analysis of corporal punishment and suggests alternatives to that approach. The final chapter reflects on some of the contradictions in considering school discipline. Sample letters, worksheets, problem-solving forms, 12 figures, and 8 tables are included. An annotated bibliography contains 15 references. (LMI)

ED 378 659 EA 026 418

McCormick, Betty L., Ed.
Quality & Education: Critical Linkages.
PUB DATE- 93
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Boards of Education; Business Responsibility; Case Studies; *Educational Quality; Elementary Secondary Education; Parent Attitudes; *Partnerships in Education; State Agencies; Student Attitudes; Teacher Attitudes; *Total Quality Management

This book contains a collection of essays about schools that have successfully implemented Total Quality Management (TQM) through partnerships with the business community, parents, higher education, school board members, and others. Following the preface, foreword, and introduction, the book is divided into five sections: school leaders in Total Quality Management (TQM) implementation; primary links (teachers, students, parents, and the school board); secondary links (partnerships with business, economic statistics. Findings suggest that university-secondary school collaborative research raises the level of discussion necessary to form inclusive school communities. The following common themes have emerged from qualitative case studies of school segregation: the dynamics of interracial relationships; the need for a sense of home; the importance of adults of color; the dynamics of social-class stratification; the implicit model of cultural assimilation in schools; and the inability or unwillingness of the majority to understand the perspectives of the minority. Contains 41 references. (LMI)

ED 378 679 EA 026 443

O'Keefe, Joseph M.
Theory and Practice of Leadership: Students' Perspectives.
PUB DATE- Aug 94
NOTE- 26p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (48th, Indian Wells, CA, August 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Education; Administrator Role; *Educational Administration; Field Experience Programs; Higher Education; *Leadership; Management Development; *Theory Practice Relationship

In fall 1993, 13 graduate students at Boston College (Massachusetts) completed a seminar entitled Administrative Theory and Leadership. This paper examines the students' perspectives on the interplay between theories of educational leadership and the narratives of practicing administrators. As part of their assigned coursework, each of the students conducted interviews with two practicing administrators about their definitions of the terms "leadership," "administration," and "management." A total of 24 interviews, the work of 12 students, were reviewed. The narrative analysis indicated that the practicing administrators viewed leadership and administration as different concepts; they recognized the existence of a chasm between rhetoric and reality, particularly in the domain of ethics; and they expressed skepticism about the usefulness of administrative theories. It is concluded that administrative theories and knowledge need to consider the institutional context in which they exist. Programs of administrator education need to include a "pedagogy of possibility," which starts with field work and student-faculty learning. Contains 46 references. (LMI)

ED 378 680 EA 026 444

O'Keefe, Joseph M.
New Leadership for a New Initiative: Presidents of Public Schools.
PUB DATE- Oct 94
NOTE- 18p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *College School Cooperation; *Educational Administration; Educational Innovation; Elementary Secondary Education; *Leadership; Leadership Styles; Public Schools; *School

Findings indicate that each of the responding departments had either state guidelines and legislation or provided school districts with workshops, materials, and policies. Most had formal complaint procedures and comprehensive definitions of harassment, and they provided information on federal and state legislation to their districts. In addition, interpretation and practice of policy varied greatly among the Office of Civil Rights Regional Offices. Citing the statistic that 85-90 percent of sexual-harassment cases occur between students, it is recommended to take immediate action. Education requires participation by all social institutions and groups. Appendices contain summaries of state departments of education policies, state contact sources, and a copy of the state survey. (LMI)

ED 378 700 EA 026 482

Thompson, John A.
The Impact of Structural Costs on Home Schooling Decisions in Rural and Non-Rural Districts.
PUB DATE- 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Enrollment Trends; *Expenditure per Student; *Home Schooling; Nontraditional Education; Reading Achievement; Regression (Statistics); Rural Urban Differences; School District Spending; State Surveys

This paper presents findings of a study that examined the relationship between structural conditions and parent proclivity to educate their children at home. The term "structural costs" was used to refer to conditions within the district that could be changed by the district. Data were obtained from a survey sent to the departments of education in five states with widely different regulations for home schooling--Wisconsin, Michigan, Washington, Oregon, and Nevada. The data from each state were divided into two groups based on the percent of home-schooled students in each of the selected districts. The first analysis step conducted t-tests for independent samples. The independent variable was percentage of home-schooled students in the district--high or low. Dependent variables included per-pupil costs (PPC), reading scores, type of district (rural, isolated, or nonrural), local mill rates or percent of local resources in the PPC, and percentage of free and reduced lunches. Next, multiple regression analysis was conducted. Findings indicated no correlation between student reading scores and the rates of home schooling. Rural, independent, and nonrural districts did not demonstrate differences between high and low home-school districts on any of the academic measures. Oregon was the exception in each of these findings. Some support was found for the hypothesis that district socioeconomic conditions influence parents' decisions to home school their children. Only in Oregon and Michigan did per-pupil cost affect the decision to home school. The data overwhelmingly demonstrated no support for a linkage between structural costs and parents' proclivity to home school. It is concluded that school-linked matters are not responsible for the dramatic rise in the percent of students being home-schooled in the United States. (LMI) attended, and extent of ADD children in their workload. (JDD)

ED 378 718   EC 303 614

Bauer, Norman J.
The Politics of Inclusion: A Dissenting Perspective.
PUB DATE- 21 Apr 94
NOTE- 31p.; Paper presented at the Annual Conference of the New York State Association of Teacher Educators (Syracuse, NY, April 21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Educational Change; *Educational Philosophy; Elementary Secondary Education; Humanitarianism; *Humanization; *Inclusive Schools; Mainstreaming; *Politics of Education; Regular and Special Education Relationship; *Special Education

American society has consistently pursued a political vision of humanitarian development--a vision of a free, open, and liberating pluralistic society. One of the crucial problems confronting society is how to provide an education for all children. The idea of including children and youth with significant disabilities in regular classrooms is a completely illogical way to improve the quality of learning. Inclusion would destroy the domain of special education, which has been developing analytical techniques and methodological skills designed to handle various disabilities over the last 45 years. Many parents probably do not want to compel their children to associate with students who have so much more capacity to learn. Inclusion of children with disabilities creates a contradictory environment for teachers who are expected to get their students to achieve at high levels. The quality of learning will decrease as public schools become a dumping ground for students with disabilities. Expensive reductions in class size will be necessary as children with disabilities are integrated. Recommendations are offered, focusing on convening state educational summits, expressing concerns to political leaders, generating professional development programs, and educating parents. Special educators are urged to ensure that only those students who need their specialized treatment are considered disabled and others are returned to the regular classrooms. (Contains 20 references.) (JDD)

ED 378 719   EC 303 615

Kurlychek, Ken, Comp.
Software To Go: A Catalog of Software Available for Loan.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Computer Software Evaluation; Computer Software Reviews; Computer Software Selection; *Courseware; Elementary Secondary Education; *Hearing Impairments; *Library Catalogs

This catalog lists the holdings of the Software To Go software lending library and clearinghouse for programs and agencies serving students or clients who are deaf or hard of hearing. An introduction describes the clearinghouse and its collection of rehabilitation, advanced by William Antony, emphasizes occupational and independent living adjustments and has a relative lack of emphasis on a psychiatric cure. Such approaches have enjoyed greater success by focusing on the promotion of adaptive behaviors in role-related environments. In the planning phase of this approach, the rehabilitation counselor and consumer identify roles the consumer wishes to function within, then determine the critical skills necessary for success, and locate resources that can be used to promote success in the environments specific to the selected roles. A case example shows the steps involved in assessment and planning, and interventions designed to promote two critical skills are illustrated. The key to success is specificity of skill identification in terms of location, frequency, and duration. (JDD)

ED 378 739 EC 303 636

Cole, Jean Gardner
Intervention Strategies for the Child with Prenatal Drug Exposure.
PUB DATE- Nov 93
NOTE- 7p.; Paper presented at the National Conference on Current Issues and Clinical Perspectives (9th, San Francisco, CA, November 11-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Development; *Behavior Patterns; Caregiver Child Relationship; Caregiver Role; Child Caregivers; *Congenital Impairments; *Drug Abuse; *Infant Behavior; *Infant Care; Intervention; Neonates; Neurology; *Prenatal Influences
IDENTIFIERS- *Fetal Drug Exposure

The behavior of the infant with prenatal drug exposure (PDE) is different from a nonexposed infant, and it is a difference that changes the rules of interaction for the caregiver. Infants exposed to opiates such as heroin or methadone demonstrate very specific signs of neurobehavioral dysfunction as they go through classic withdrawal symptoms. Infants exposed to cocaine exhibit somewhat more subtle behavioral dysfunction, but many of the same symptoms are present. Infants with PDE have poor self-regulatory abilities and are either crying or sleeping. Motoric differences are evident in tone and movement. Autonomically, infants with PDE frequently have persistent tremors, startles, moderate tachypnea, and other signs. All of these signs of neurobehavioral dysfunction range from severe to moderate and often are still present throughout the first months of life. Reduction of stimuli is the key, as infants' dysfunctional behavior is the manifestation of overstimulation. Caregiving techniques include protection from light and noise, swaddling, gentle vertical rocking, soft quiet voice, quiet feedings, and careful phasing in of visual and auditory stimuli. (Contains 35 references.) (JDD)

ED 378 740 EC 303 637

Evaluation of the 1991-1992 Special Education Professional in Training Program. OER Report.
PUB DATE- Apr 94
NOTE- 19p.; The report was produced by the Research Unit.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education;

difficulties with handwriting, and these problems can hinder their development both in school and in postsecondary settings. This paper addresses three issues: (1) the possibility of a prejudicial and potentially lasting first impression, based on the individual's handwriting; (2) the lack of corrective handwriting instruction after the elementary grades; and (3) the variety of methods available to improve a student's handwriting. These issues are discussed in the context of the following topics: handwriting problems, the importance of writing, the absence of instructional commitment to handwriting, and instructional considerations such as print versus cursive skills acquisition and skills maintenance. The importance of an ongoing and consistent program of handwriting instruction is stressed, especially for students with disabilities who need to fight negative first impressions. (Contains 26 references.) (DB)

ED 378 758 EC 303 656

Topper, Karen; And Others
A Positive Approach to Understanding and Addressing Challenging Behaviors. Supporting Educators and Families To Include Students with Emotional and Behavioral Difficulties in Regular Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 94
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Behavior Problems; *Classroom Techniques; Elementary Secondary Education; *Emotional Disturbances; Inclusive Schools; Mainstreaming; Parent Teacher Cooperation; Problem Solving; Social Integration; Student Behavior; Student Evaluation; Teacher Student Relationship; Teamwork
IDENTIFIERS- *Behavior Management

This manual is intended to help educators and families address students' behavioral problems so that students with emotional and behavioral difficulties can be included in regular education. Chapter 1 is an introduction and uses vignettes to identify supports that students, educators, and families say they need. Chapter 2 offers case studies on how to devise a support plan for students with challenging behavior. A team approach is emphasized. The third chapter focuses on establishing the collaborative team. It provides checklists for educators and families, identifies who should be on the team, and considers how such teams make decisions and solve problems. Chapter 4 considers the importance of getting to know the student and understanding the problem behavior's functions. The fifth chapter offers suggestions for identifying student supports, including ways to facilitate students supporting each other and the effects of various teaching styles. The selection and teaching of replacement behaviors are discussed in the sixth chapter. Chapter 7 looks at the importance of appropriately responding to challenging behaviors, noting the effects of emotion, school discipline policies, and the need to neutralize a tense situation and refocus students. The final chapter focuses on specific ways to include students with challenging behavior in regular class activities, monitor progress, and plan transitions. Attached is a list of 84

ED 378 777 EC 303 676

Pugach, Marleen C.; Johnson, Lawrence J.
Collaborative Practitioners, Collaborative Schools.
PUB DATE- 95
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College School Cooperation; *Disabilities; *Educational Cooperation; Elementary Secondary Education; Higher Education; Interpersonal Communication; *Parent School Relationship; Problem Solving; *Regular and Special Education Relationship; Team Teaching; *Teamwork
IDENTIFIERS- *Teacher Collaboration

This book discusses collaboration as it occurs in all of its varying contexts in schools, such as consultation between special education and general classroom teachers, collaboration among classroom teachers, collaboration between university faculty in special and general education, and collaboration between institutions of higher education and public schools. The book's approach contends that collaboration is a way of being and is not limited to isolated actions; it is a way of redefining how adults interact in schools. Part 1 presents a description of the shift to a collaborative paradigm in schools and suggests a multidimensional framework that encompasses four basic collaborative functions: facilitative, supportive, informative, and prescriptive. Part 2 considers the basic communication skills that form the foundation of any collaborative interaction. It provides a communication model, elaborates on ways to facilitate or inhibit communication when engaging in a collaborative dialogue, and addresses group dynamics. Part 3 describes how collaboration plays out in practice in four contexts: specific classroom and schoolwide problem solving, team teaching, school-university collaboration, and school-family collaboration. Each chapter provides examples from practice to illustrate points made and contains reflective questions to aid in relating concepts being discussed to individual situations. (Contains approximately 90 references.) (JDD)

ED 378 778 EC 303 677

Safford, Philip L., Ed.; And Others
Early Childhood Special Education. Yearbook in Early Childhood Education. Volume 5.
PUB DATE- 94
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Constructivism (Learning); *Disabilities; *Early Childhood Education; Early Intervention; *Educational Policy; *Educational Practices; Educational Technology; Family Involvement; Foundations of Education; Futures (of Society); Individualized Education Programs; Interpersonal Competence; Play; Preservice Teacher Education; *Special Education; Special Health Problems; *Teaching Models; Transitional Programs

This collection of papers recognizes ways in which the context of educational policy and its implications for practice have, in

Prep; Two Year Colleges; *Vocational Education

This practicum report describes the research conducted in preparation for developing a career student guide to acquaint students attending Henry County High School (HCHS) in McDonough, Georgia, with the school's new tech prep program. Chapters 1 and 2 contain background information about HCHS' tech prep program and a review of literature regarding considerations in developing student guides and marketing tech prep. Chapter 3 explains the procedures used to conduct the literature review, interview representatives of other tech prep programs, and formulate the criteria used in developing the career student guide. Chapters 4 and 5 discuss the key findings and implications of the literature review and interviews. Appended are lists of programs contacted for the study, the guide development criteria, and the career student guide, which includes the following: overview of the tech prep program; high school graduation requirements; tech prep requirements; HCHS program clusters; community/technical school clusters; tech prep options and process; and 4-year course sequences for the business management, mechanical, and health/human services tech prep programs; and information about DeKalb Technical Institute, which is the postsecondary institution involved in HCHS's tech prep program. Contains 15 references. (MN)

ED 378 323 CE 067 899

Tech Prep. Federal & Ohio Guidelines.
PUB DATE- Apr 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Competence; Competency Based Education; Consortia; Definitions; Educational Objectives; Federal Legislation; *Federal Programs; *Guidelines; High Schools; Noncollege Bound Students; Postsecondary Education; *Program Content; *State Programs; *Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Ohio

This booklet outlines federal and Ohio guidelines regarding tech prep programs. Presented first is a map depicting the 24 Ohio consortia developed during the 4 phases of statewide planning of tech prep in Ohio. The next section of the booklet, which is devoted to federal provisions regarding tech prep, includes the definition of tech prep contained in the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1990 and lists the seven tech prep components stipulated in the amendments. The remainder of the booklet focuses on Ohio's vision of tech prep. Ohio's definition of tech prep is presented along with a brief description of the relationship between secondary- and postsecondary-level instruction. Next, the requirements regarding academic, occupational, and employability competencies at the secondary and postsecondary levels are stated. The following critical components of Ohio's tech prep program are listed: systemic change, expanded student opportunity, partnerships, early individual career education, competencies, and advanced skills. Detailed next are the elements of Ohio's integrated curriculum tech prep course path at the following instructional levels: pre-grade 8, grade 8, grades 9 through 12, associate degree/two-year college national trends, government policy, and competency-based qualifications. An index is provided. (YLB)

ED 378 341 CE 067 917

Inglis, Scott
Making the Most of Action Learning.
PUB DATE- 94
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Experiential Learning; Learning; *Management Development; Models; Organizational Change; *Organizational Development; *Problem Solving; Program Development; *Program Implementation; *Teamwork

This book is aimed at managers, chief executives, personnel directors, and all those who want to know what action learning can do for their organizations. Part 1 (Chapters 1-3) provides a general introduction to action learning. It describes the underlying theory and principles of action learning and the benefits that organizations can expect to gain. It sets action learning in the wider context of management training and development and organizational development and reviews the implications of introducing action learning into the organization. Part 2 (Chapters 4-8) deals with the nuts and bolts of action learning. The preparatory stages and the start-up workshop are described in detail, as is the process of managing the action learning program during its various stages of development through to the presentation of results. Chapter 8 looks at aspects of implementing the recommendations made by action learning groups. Part 2 concentrates on the one-project-per-set model; Part 3 (Chapters 9-11) examines alternative approaches, including the open-set model. Chapter 10 is based on a collection of recent case histories, including some that went wrong and provided even more learning opportunities. Chapter 11 is devoted to the particular needs of the smaller organization. Appendixes provide the following: checklists for setting up and running action learning; 30 examples of action learning projects; team effectiveness workshop content; a list of 4 useful organizations; and an index. Contains 13 references. (YLB)

ED 378 342 CE 067 919

Robson, Mike
Problem Solving in Groups. Second Edition.
PUB DATE- 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Brainstorming; Cooperative Learning; Cost Effectiveness; Decision Making; Group Discussion; *Group Dynamics; Information Seeking; Organizational Development; Problems; *Problem Solving

This book presents a logical problem-solving process and contains many tools and techniques to help groups identify, analyze, and solve problems successfully. It is meant to be used by anyone engaged in this activity whether they be facilitators, leaders, or members of problem-solving groups, or managers who have an interest in the problem-solving process. Part I introduces the concepts and methods involved. The advantages of the group approach are discussed. Part II examines in detail each of the

Jacobs, Ronald L.; Jones, Michael J.
Structured On-the-Job Training: Unleashing Employee Expertise in the Workplace. Berrett-Koehler Organizational Performance Series.
PUB DATE- 95
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Check Lists; Classroom Techniques; *Delivery Systems; Educational Needs; *Instructional Development; Learning Modules; Material Development; *On the Job Training; Organizational Development; Program Development; Program Evaluation; *Systems Approach; Task Analysis; Trainers; *Training Methods; *Training Objectives

This book details a step-by-step procedure for setting up effective on-the-job training (OJT) programs in actual work settings. The book contains 11 chapters grouped into 3 parts. Part 1, which is devoted to meeting the demand for employee expertise, consists of a chapter explaining how the need for effective and efficient development of employee expertise has prompted extensive interest in structured OJT and a chapter presenting a system view of structured OJT and those features that distinguish it from training approaches. Included in part 2 are seven chapters about the following aspects of designing, delivering, and evaluating structured OJT: understanding the four possible ways of using structured OJT; conducting a task analysis in preparation for developing structured OJT modules; selecting, training, and managing structured OJT trainers; preparing structured OJT modules; preparing to deliver structured OJT; delivering managerial, technical, and awareness training; and evaluating and troubleshooting structured OJT programs. Part 3, which concentrates on using structured OJT, includes a chapter on managing the change process and issues in using structured OJT and a chapter on developing a culture of expertise. Some chapters include checklists, summary lists, and/or illustrative examples. Contains an 86-item bibliography and a subject index. (MN)

ED 378 361 CE 067 964

Rothwell, William J.; Kazanas, H. C.
Improving On-the-Job Training: How To Establish and Operate a Comprehensive OJT Program. Jossey-Bass Management Series.
PUB DATE- 94
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Check Lists; Classroom Techniques; Educational Benefits; Educational Needs; *Instructional Development; Needs Assessment; *On the Job Training; *Organizational Development; Personnel Management; *Program Improvement; Records (Forms); Student Evaluation; *Systems Approach; Teacher Education; *Training Methods; Training Objectives; Workshops

This book, which is designed to be used either as a tool for improving one-on-one on-the-job training (OJT) conducted by

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Client Characteristics (Human Services); Cost Effectiveness; Evaluation Criteria; *Outcomes of Education; *Participant Satisfaction; *Program Effectiveness; Program Evaluation; Questionnaires; Salary Wage Differentials; *State Programs; State Standards; Tables (Data); *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- *North Carolina

During fiscal year (FY) 1993, North Carolina's Division of Vocational Rehabilitation Services expended $76.2 million to provide vocational rehabilitation (VR) services to 59,821 North Carolinians. These VR services were delivered by 378 caseload-carrying counselors and their required administrative support in 32 unit offices. Of 13,781 persons whose program participation was terminated in FY1993, 8,448 were rehabilitated (a 61.3% program effectiveness rate for the year). At 12 months after closure, the percentage of former VR clients whose families received public assistance had decreased and the percentage of former VR clients in paid employment increased significantly. Participants spent an average of 18.5 months in the total VR process (from eligibility determination through plan completion). The overall program cost-benefit was calculated at 1:1.04. An overwhelming majority of VR services clients reported general satisfaction with VR services and VR counselor performance. (Appendixes constituting approximately 53% of this report contain the following: target population standard, summary of sources/expenditure of funds, six program evaluation standards, data for 8,448 rehabilitated clients, sample satisfaction and benefits retention questionnaires, characteristics of populations from which survey samples were drawn, and basis of comparison of consumer earnings with general population earnings. Twenty-three tables/figures are included. Contains 15 references. (MN)

ED 378 379 CE 068 013

Jiwa, Shainool
Mother Tongue Learning: A Study of the Learning Needs of the Pakistani, Indian and Bangladeshi Communities in Edinburgh. Occasional Papers Series No. 5.
PUB DATE- Oct 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; Community Programs; Continuing Education; Curriculum Development; *Educational Demand; *Educational Needs; English (Second Language); Foreign Countries; *Immigrants; *Indians; *Native Language Instruction; Needs Assessment; Postsecondary Education
IDENTIFIERS- Bangladeshis; Pakistanis; *Scotland (Edinburgh)

Collectively, Pakistanis, Indians, and Bangladeshis form the largest ethnic minority group (4,129) in Edinburgh, Scotland (43% according to 1991 Census figures). Current local provision of education for adult members of the three communities was reviewed. Needs and preferences in terms of educational content, approach, and location were identified by consulting with key communities and by representatives of the following: a community-based Engish-as-a-Second-Language program, a racial equality council, an education center serving children, a resource center serving the educational needs of ethnic minority women, and selected women's groups and religious centers. The respondents' views regarding language in which in these areas: regional staff development/technical assistance, statewide equity leadership, and demonstration/development/research projects promoting nontraditional career options. Academic remediation and expanded remedial vocational instruction were provided in youth correctional institutions. Other accomplishments included services provided to special populations, state leadership and professional development, the community/vocational education program, and consumer and homemaking education in depressed areas of the state. Tech prep continued to be led by a grassroots organization called the Tech Prep Leadership Group. (Appendixes include descriptions of exemplary activities and a table of Tech Prep Performance Measures.) (YLB)

ED 378 398   CE 068 065

Hahn, Alan J.; And Others
Educating about Public Issues. Lessons from Eleven Innovative Public Policy Education Projects.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jun 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Case Studies; Citizenship Education; *Civics; *Cooperative Programs; *Coordination; Current Events; Demonstration Programs; *Political Science; Program Descriptions; Program Implementation; *Public Affairs Education; *Public Policy; Secondary Education

The experiences of 11 innovative public policy education projects funded by the W. K. Kellogg Foundation between 1988 and 1992 are reviewed. It presents results of a cluster evaluation that used a case study approach to examine effective public policy education and the role of coalitions. The report begins with project descriptions that include a summary of the issues addressed, the policy arena in which the issues would be decided, audience, and coalition membership. Projects are as follows: the Global Food Web, Iowa Public Policy Education Project, Agriculture and Food Policy in an Interdependent World, Restructuring the Upper Midwest, Northeast Network Project, Partners in Natural Resource Policy, Groundwater Public Policy Education Project, Policy Options and Strategies for Total Community Adjustment, Communicating America's Farm Policy, Trade and Development Program, and Food Forum Education Project. Findings are presented in the forms of 21 lessons. Each lesson is accompanied by a discussion of the evidence supporting it and its implications; many are further illustrated by vignettes drawn from individual projects. Three longer case studies of individual projects are included. The report concludes with reflections on projects' experiences in light of continuing developments in the practice of public policy education in these areas: coalition building, implementation of educational programs, and impacts of education about public issues. Appended is a description of the methodology. Contains 30 references. (YLB)

ED 378 399   CE 068 067

Welfare to Work. Current AFDC Program Not Sufficiently Focused on Employment. Report to the Chairman, Committee on Finance, U.S. Senate and Welfare To Work. AFDC Training Program Spends Billions, but Not Well Focused on Employment. Statement of Jane

(1) a curriculum that develops academic and work skills based on standards defined by schools and employers; (2) consistent delivery of career development information; (3) structured work-based experiences that provide all students with career information and work skills; (4) a coordinated support network that is linked to schools and relies on parents, employers, and social service agencies to assist youth; (5) a choice of direction that youth would like to take by 10th grade; and (6) the develoment of industry, or trade-focused technical training linked to the labor market for all 11th and 12th graders choosing that path. Among the initiative's accomplishments are the following: a model and implementation plan for school-to-work transition; defined school leaving outcomes and curriculum linking school to work; more then 350 partnerships between schools and employers; tech prep programs initiated between two high schools and a community college; and youth advocates who work closely with at-risk students. Major projects and activities planned for the 1994-95 school year include developing new partnerships, expanding youth apprenticeship programs, increasing the number of youth advocates, and providing orientation and staff development and training for teachers and administrators. (The report includes a list of the 22 products developed by the project, a chart of activities, a list of definitions, and a flowchart describing the framework of the School-to-Work Transition Initiative.) (KC)

ED 378 416   CE 068 117

Roberts, Paul B.
Integrating Technology Education and Tech Prep.
PUB DATE- Dec 94
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Educational Research; High Schools; *Integrated Curriculum; Postsecondary Education; *Program Implementation; State Programs; Statewide Planning; Success; Teacher Attitudes; *Technology Education; *Tech Prep; Two Year Colleges

A study identified and ranked those factors which facilitate and those which impede the linkage between technology education and tech prep. The top four states with regard to integration of technology education and tech prep were Illinois, South Carolina, Oregon, and Idaho. Factors that facilitated integration were as follows: technology education's emphasis on problem solving and critical thinking skills; support from the legislature, school administration, and professional associations; concentration on hands-on learning methodology; changing attitudes of staff and administration; teacher incentives; articulation agreements between secondary and postsecondary levels; a valid tech prep curriculum with a required technology education component; and up-to-date computers. Some of the factors which impeded integration of technology education and tech prep are: stigma of "shop"; teachers' resistance to change; turfism; unawareness of what technology education is; lack of understanding of how technology fits into the curriculum; improperly trained new teachers; and lack of time, training, and financial support. Only 18 percent of technology education teachers were actively working to integrate technology education into tech prep. The two areas from which most of the lack of cooperation and

Consol, Colleen
Interactive Business Writing.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 May 94
NOTE- 127p.; For related modules, see CE 068 153-167.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Business Correspondence; Editing; Learning Activities; Learning Modules; *Literacy Education; On the Job Training; Resumes (Personal); Workshops; *Writing (Composition); *Writing Instruction; Writing Skills; Writing Strategies
IDENTIFIERS- *Workplace Literacy

Developed by educators from the Emily Griffith Opportunity School for a workplace literacy program for a large county agency, this teacher's guide integrates collaborative learning techniques and research into teaching the writing process. Techniques include whole group activities and discussions, partner activities, team activities, and peer editing. The 10-week course contains 20 lesson plans covering the following topics: introduction, course overview, needs assessment, and writing samples; the writing process; principles of composition (active vs. passive voice); principles of composition II; levels of edit; memo revision and editing; principles of organization, and effective use of headings and graphics; copyediting; midterm writing assignment; peer editing; individual writing conferences; principles of wording and phrasing; principles of tone I and II; principles of persuasive writing--resumes; interviewing resume partners; peer editing of resumes; principles of persuasion--cover letters; cover letters II; and closure, evaluations, and certificates. Lesson plans consist of objectives, activities, supplementary materials, suggested time, learning activities narrative paired with instructor's notes, and student handouts. (KC)

ED 378 437 CE 068 162

Sweeney, Dee
Meet Your Mind.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 20 May 94
NOTE- 63p.; For related modules, see CE 068 153-167.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Content Area Reading; Learning Activities; Learning Modules; *Learning Strategies; *Literacy Education; *Metacognition; On the Job Training; *Study Skills; Thinking Skills; Workshops
IDENTIFIERS- *Workplace Literacy

Developed by educators from the Emily Griffith Opportunity School for a workplace literacy program for the nutrition areas of a health care organization, this teacher's guide for a 4-hour workshop concentrates on teaching employees how to learn. Materials are presented in one 4-hour workshop. Learning strategies based on Neuro-Linguistic Programming (NLP), whole brain, and Educational Kinesiology technologies are discussed. Examples of materials to be learned are taken from culinary content areas. The materials include activities to help guns locked up and requiring trigger locks or loading indicators. Support is given for stricter gun control legislation affecting gun manufacturers. Includes one graph on unintentional firearm mortality rates by gender and age group. (RB)

ED 378 459 CG 025 663

Duker, Laurie, Ed.
Youth Suicide and Guns. Firearm Facts.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 3p.; For related Firearm Facts sheets, see CG 025 656-664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Death; *Mortality Rate; Prevention; *Suicide; Young Adults
IDENTIFIERS- Firearms; Gun Control; *Guns; *Suicide Attempts; Suicide Ideation; Suicide Methods; Suicide Prevention

Whether or not a suicide attempt results in death depends in large part on the method chosen. If a teenager attempts suicide with a gun, his or her death is nearly guaranteed. This brief fact sheet presents data on firearms and suicide, the third leading cause of death for adolescents and young adults in the United States. Any number of societal or personal factors could be causing more American youths to attempt suicide, but the use of guns makes these attempts successful. Statistics are given for the lethality of different suicide methods, and a comparison of the youth firearm suicide rate in an American city and a Canadian city with strict gun control laws. Finally, the impact of drinking on suicides among teenagers with access to firearms is touched on. (RB)

ED 378 460 CG 025 664

Duker, Laurie, Ed.
Youth Homicide and Guns. Firearm Facts.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 3p.; For related Firearm Facts sheets, see CG 025 656-663.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Black Youth; Crime; *Homicide; *Mortality Rate; Urban Youth; *Violence; Young Adults
IDENTIFIERS- African Americans; Firearms; *Guns

Young Americans are killed with guns at rates far higher than young people in other countries and than older Americans, with young, urban African-American males being most at risk. This fact sheet presents data on gun-related homicides among teenagers in the United States. The high rate of youth homicide in the United States is unique in the industrialized world, a rate which has increased alarmingly in recent years. Statistics are provided for gun homicides among young black males, a group for whom shootings are the leading cause of death. The document includes two figures on international homicide rates and homicide rate in the United States by age, race, and sex. (RB)

ED 378 461 CG 025 667

Schmidt, John J.

Stevens, Ira D. Welch); and (11) "Imagery, Hypnosis, and Sport Psychology" (Christopher M. Faiver, and others.) Contains 19 references. (BF)

ED 378 480 CG 025 879

Sieber, Robert G.; Austin, Gregory
Prevention Bibliography, 1993-1994: An Annotated Guide to Information on Alcohol, Tobacco, and Other Drug Use among Youth.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *Drug Abuse; Drug Education; Early Intervention; Elementary Secondary Education; *Health Education; Health Promotion; *Prevention; Smoking; *Tobacco; Youth

This bibliography consists of an indexed collection of 234 references, with abstracts, to literature on alcohol, tobacco, and other drug use among school-age youth in the United States, and what can be done to prevent or reduce use. The main focus is on research--specifically, epidemiological surveys, investigations of risk factors, and prevention and intervention program evaluations. Includes a topic index with entries for subjects, specific drugs, and specific populations covered, and a separate document type index. Index terms which designate population types and geographic areas refer to research or other literature which specifically discusses those populations. (BF)

ED 378 481 CG 025 880

Testa, Alec M.; Fisher, Gary L.
Assessment of Addiction Treatment Counselors at Publicly Supported Treatment Facilities in the State of Nevada.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Clinics; Counselor Certification; *Counselor Qualifications; *Counselors; Counselor Selection; *Counselor Training; *Credentials; Drug Addiction; Drug Rehabilitation; Knowledge Level; Standards
IDENTIFIERS- Nevada

In January of 1994 the Addictions Training Center at the University of Nevada, Reno surveyed the treatment staff and directors at 46 publicly supported addictions training centers located in the state of Nevada. Four hundred twenty-nine surveys were mailed, and 189 were returned. In addition to demographic information, respondents were surveyed on education and training, licensure, treatment setting, knowledge, ability, and interest in training in 47 areas. It was discovered that over 40% of respondents who identified themselves as counselors and therapists did not possess the baccalaureate degree. Thirty-one percent had obtained the master's degree or higher. Recommendations are made for the Addictions Training Center to offer programs in counseling skills for individuals, groups and families, and in treatment planning issues. (Author)

ED 378 482 CG 025 881

Females; Instructional Materials; Learning Modules; Material Development; Professional Training; *Secondary Education; Sex Bias; Training; *United States History; *Womens Studies
IDENTIFIERS- *Alaska; *Womens History

This module arose in part from a state law which prohibits sex discrimination in public school education. Its purpose is to increase awareness and knowledge of women's contributions to U.S. history. The module was developed so that secondary school personnel could readily adapt its information for secondary grade students. It reviews lessons plans developed by classroom teachers and encourages that these plans be adapted for use by teachers in their individual classes. The module states seven learning objectives: (1) Participants will become acquainted with each other and with the trainer; (2) Participants will be exposed to six American women who have played important roles in our political process; (3) Participants will try to identify 48 notable Americans by matching a person's name to bibliographic information; (4) Participants will become familiar with the breadth and depth of women's participation in American history; (5) Participants will be given resource material on women in America and interesting events in Women's history; (6) Participants will have an opportunity to view women in history lesson plans, develop their own lesson plans, and share newly written plans; and (7) Participants will be given an opportunity to evaluate the workshop. It is hoped that the module will help correct sexual bias in instructional materials. (RJM)

ED 378 503 CG 025 905

Toews, Jay; Dykeman, Cass
School Counseling Internship Organizational & Supervision Materials.
PUB DATE- 94
NOTE- 77p.; Fingerprinting instructions in Appendix A may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clinical Experience; Counseling Psychology; *Counselor Educators; Counselors; *Counselor Training; Elementary Secondary Education; Graduate Study; Higher Education; *Internship Programs; Practicum Supervision; Professional Training; *School Counseling; Teacher Supervision
IDENTIFIERS- *Counselor Supervisors; Eastern Washington University

Internship is a vital experience for a student counselor, providing opportunities for application and integration of knowledge and skills. University supervision of school counseling interns is a complex task. This document, addressing a lack of articles on the pragmatism of this type of supervision work, provides two handbooks that show how to run a counseling internship program. Intended for university supervisors of school counseling internship programs, each handbook details the school counseling internship program at Eastern Washington University. The first handbook offers general and specific information on internships, including: policies and procedures; internship objectives, sites, requirements, and supervisors; ethical standards; assessment programs; liability insurance; disclosure statements; professional conduct; and client rights and responsibilities. The second handbook covers internship supervision. The topics ensure that when a child discloses sexual abuse to any school employee, that employee would have been trained in the appropriate response. A program that addresses the many difficult issues associated with child sexual abuse is advised. (RJM)

ED 378 522 CG 025 925

DeJong, William
Preventing Interpersonal Violence among Youth: An Introduction to School, Community, and Mass Media Strategies.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Nov 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Community Role; Conflict Resolution; Delinquency; Elementary Secondary Education; *Emotional Response; Interpersonal Communication; *Mass Media Role; *Prevention; Problem Children; *School Role; *Violence; Youth Problems; Youth Programs
IDENTIFIERS- National Institute of Justice

The United States is a violent nation. This report reviews current school, community, and mass media strategies; describes promising programs now in operation; and offers recommendations for how police and other criminal justice professionals can get involved. By introducing the basic concepts and strategies of violence prevention, the report encourages even more criminal justice professionals to join this effort. Four important methods public health specialists recommend for preventing youth violence are: (1) improve young people's perspective-taking skills--people are more likely to aggress if they see a provocation as deliberate; (2) have young people focus on the negative consequences of violence--in general, aggressive responses are inhibited when people are afraid to aggress or anticipate feelings of guilt; (3) teach young people how to negotiate nonviolent solutions to conflict--solutions that meet both disputants' needs, including the need to save face; and (4) instruct youngsters to look for signs that a conflict might spin out of control. Fights usually go through a predictable sequence of steps before escalating into violence. It is hoped that such efforts will help young people manage conflicts and allow them to channel their anger into constructive problem solving, rather than turn to violence as their first response. (RJM)

ED 378 523 CS 011 942

Quigley, Kathleen M.
Multiple Intelligences in the Schools.
PUB DATE- Dec 94
NOTE- 16p.; Exit Project, Dominican College.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Elementary Secondary Education; *Holistic Approach; *Holistic Evaluation; *Integrated Activities; *Intelligence; Interdisciplinary Approach; Philosophy; Student Needs

Manzo, Anthony V.; And Others
Informal Reading-Thinking Inventory: An Informal Reading Inventory (IRI) with Options for Assessing Additional Elements of Higher-Order Literacy.
PUB DATE- 95
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160),Books (010)
DESCRIPTORS- Critical Reading; Elementary Education; *Informal Reading Inventories; Junior High Schools; *Metacognition; Reading Comprehension; Reading Processes; *Student Evaluation; *Thinking Skills
IDENTIFIERS- Alternative Assessment

Focusing on better assessing the thinking, or meaning-making, aspects of reading that are emphasized in current views of the reading process, this book presents the Informal Reading-Thinking Inventory (IR-TI) which offers options to enhance assessment beyond assessing students' listening level, oral reading of words, and basic comprehension. The inventory in the book offers a separate means of assessing student reading and thinking "beyond the lines" and an option to measure students' metacognition. The first part of the book is the manual for administering and interpreting the IR-TI, including a discussion of purposes and components, how the IR-TI was developed, preparation to use the IR-TI, administration of the word lists and passages, completion of the cumulative record form, and determination of reading and listening levels. The second part of the book presents teacher's recording forms for the word lists, and two different forms of the passages for each of the grade levels from one to nine, inclusive. The third part of the book presents materials for the student, including word lists, both passage forms, and rating cards. Contains 70 references. Appendixes present a 31-item list of no-charge inventories and lists, and an informal writing inventory. (RS)

ED 378 547 CS 011 967

Allan, Karen Kuelthau; Miller, Margery Staman
Purposeful Reading and Writing: Strategies in Context.
PUB DATE- 95
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Audience Awareness; Integrated Activities; Intermediate Grades; Junior High Schools; Lesson Plans; Middle Schools; Persuasive Discourse; *Reading Instruction; *Reading Strategies; *Thematic Approach; *Writing Instruction; Writing Strategies
IDENTIFIERS- *Purpose (Composition); Writing Thinking Relationship

Focusing on the middle grades (4-8), this book promotes an integrative and thematic approach to curriculum development. The book provides mini-lessons organized around three interactive constructs: the purpose for communicating, the audience, and the organization of the content to be communicated. Separate chapters in the book on each of five expository purposes provide in-depth coverage of recording, instructing, explaining, informing, and persuading. Reading numerous case studies of effective programs. After an introduction ("Literacy Lessons in the Elementary Schools: Yesterday, Today, and Tomorrow" by Richard L. Allington), chapters in the book are: (1) "Redefining and Reforming Instructional Support Programs for At-Risk Students" (Sean A. Walmsley and Richard L. Allington); (2) "Flunking: Throwing Good Money after Bad" (Richard L. Allington and Anne McGill-Franzen); (3) "Estimating Cost-Effectiveness and Educational Outcomes: Retention, Remediation, Special Education, and Early Intervention" (Philip C. Dyer and Ronald Binkney); (4) "Portfolios in the Classroom: What Happens When Teachers and Students Negotiate Assessment?" (Laura P. Stowell and Robert J. Tierney); (5) "Literacy Partnerships for Change with 'At-Risk' Kindergartners" (Lesley Mandel Morrow and Ellen M. O'Connor); (6) "Reducing Retention and Learning Disability Placement through Reading Recovery: An Educationally Sound, Cost-Effective Choice" (Carol A. Lyons and Joetta Beaver); (7) "Eliminating Ability Grouping and Reducing Failure in the Primary Grades" (Dorothy P. Hall and others); (8) "First Grade Teachers Provide Early Reading Intervention in the Classroom" (Barbara Taylor and others); (9) "Scoring Well on Tests or Becoming Genuinely Literate: Rethinking Remediation in a Small Rural School" (Trudy P. Walp and Sean A. Walmsley); (10) "Improving Early Literacy: Vermont Stories of Educational Change from the Bottom Up and the Top Down" (Susan Carey Biggam and others); (11) "Change in Urban Schools with High Concentrations of Low-Income Children: Chapter I Schoolwide Projects" (Linda F. Winfield); and (12) "The Implementation of the Accelerated School Model in an Urban Elementary School" (Stephanie L. Knight and Jane A. Stallings). An afterword ("No Quick Fix: Where Do We Go from Here?" by Richard L. Allington and Sean A. Walmsley) concludes the book. (RS)

ED 378 566 CS 011 986

Bean, Thomas W.; Readence, John E.
A Comparative Study of Content Area Literacy Students' Attitudes toward Reading through Autobiography Case Study Analysis.
PUB DATE- Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Autobiographies; Case Studies; Comparative Analysis; Content Area Reading; Cultural Influences; Higher Education; *Reading Attitudes; Reading Research; *Student Attitudes
IDENTIFIERS- Hawaii; Reading Behavior

A study examined what factors made content area literacy learners have positive or negative attitudes toward reading at various stages and what sociocultural dimensions influenced positive or negative attitudes toward reading. Subjects, 35 Hawaii students and 18 mainland students, completed an autobiography assignment as part of a required content area reading class. Subjects were asked to consider their reading experiences from the earliest memory of being read to through elementary school years, middle, high school, and the present. In the Hawaii sample, 23% of participants revealed a consistently positive attitude toward reading and 77% exhibited periods of time where both positive and negative attitudes emerged. The mainland participants showed a similar pattern with 17% in the consistently positive category and 83% with mixed attitudes.

asked to give special preference to pieces developed using writing process strategies such as pre-writing activities, consulting with others about writing, and revising successive drafts. Teachers completed a brief questionnaire and students wrote a letter explaining their selections. Each student portfolio underwent a 3-part analysis. Major findings included: (1) most students submitted narrative and/or informative writing; (2) at fourth grade, most of the informative papers were brief and undeveloped; (3) most of the fourth-grade informative writing was at a basic level; (4) the majority of papers showed evidence that their writers had employed process strategies; (5) students who spent more time on writing performed better on their portfolio writing; and (6) generally, the correlation between assessment and portfolio ratings was low for narrative and informative writing for both grades. Contains 32 tables and 9 figures of data. A summary of state writing assessment programs, a 100-item annotated bibliography, a procedural appendix, administration materials, and examples of students' writing are attached.) (RS)

ED 378 585 CS 214 706

Ediger, Marlow
The Writing Curriculum in the Rural School.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Creative Expression; *Creative Writing; Elementary Education; Interdisciplinary Approach; *Poetry; Rural Education; *Writing Across the Curriculum
IDENTIFIERS- Poetic Forms; Writing Development

Writing, one of the three r's, must receive major emphasis in teaching-learning situations. Writing should permeate all curriculum areas. Both practical and creative writing need adequate emphasis. The student should be involved in selecting objectives, learning opportunities, and appraisal procedures. The writing teacher then becomes a guide, stimulator and resource person. Creative writing must place adequate emphasis on the poetry facet of the curriculum. The teacher needs to read orally to learners diverse kinds of poetry. Students should then have adequate chances to read these same kinds of poetry. Also, students need to experience that which is understood and comprehended. Rote learning and memorization do not harmonize with creative endeavors. Learners must make sense from what is being studied. For example, if students are studying the writing of tall tales, they must realize what encompasses this type of creative writing from other kinds of prose. Further, to develop interest in writing, the teacher must use procedures in teaching which cause students to attend and establish set. The learner and the curriculum must become one and not separate entities. Some possible exercises are the following: (1) students brainstorm a superhuman person by viewing an illustration showing a person at work; (2) students tell about a task that seemed impossible to complete; (3) students explain how in supernatural ways the task was completed. Rural school pupils need to attain optimally in the writing curriculum. (TB)

ED 378 586 CS 214 707

Morford, Mark P. O.; Lenardon, Robert J.

videotape as a method of feedback on subsequent student performance? Results showed that the answer to the first two questions was affirmative. Students in the experimental conditions did exhibit a higher level of appreciation for criteria and were more accurate at predicting their grades in relation to the instructor's assessment of their performance. However, the grades of students in the experimental groups did not significantly increase on the next presentation. Findings suggest that instructors may find it helpful to videotape the audience response to student performances. Also, it may not be necessary to discuss the videotapes with students individually. (Student survey is attached.) (TB)

ED 378 605 CS 508 777

Borisoff, Deborah; Hahn, Dan F.
Ethics of Teaching Gender and Communication.
PUB DATE- Nov 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Communication; *Feminism; Higher Education; Sexism in Language; *Sex Role; *Sex Stereotypes; *Speech Communication; Teacher Role
IDENTIFIERS- Educational Issues; Foucault (Michel); Male Female Relationship

It is difficult to think about masculine and feminine behaviors without simultaneously conjuring the sex-trait and sex-role stereotypes that accompany these behaviors. Despite the fact that much has been written identifying other attributes that ought to be equally valued and encouraged in women's and men's communication ("empathy," "cooperation," "sensitivity," "effective listening," and "assertiveness"), a legacy of literature argues that using bi-polar terms to characterize men as "adventurous," "dominant" "forceful," "independent," "masculine" and "strong-willed" and women "emotional," "passive," "dependent," "sentimental," "submissive," "feminine," and "nurturing" persists. If Michel Foucault can offer guidance in handling the general question of "standards for gendered behavior," it would seem that the first step would be to alter the power relations by denying the "dividing practices" which divide women from men, and second, when the practices can not be denied (childbirth is an example), denying that the practices are or ought to be reasons for power divisions. Scholars must break down the assumption that females hold the standard for intimate relationships and males the standard for public or professional relationships. Research that supports a rigid sense of male and female behavior, such as some recent research on conversational interruptions, is often deserving of scrutiny. In the classroom, professors must be ever vigilant of absolute gender categories as defined by the textbooks they use. (Contains 79 references.) (TB)

ED 378 606 CS 508 778

Barnes, Judith A.; And Others
Do We Have a Problem Here? English Teachers and Required Integration of the Language Arts in California High Schools: A Survey of the Status of Speech Communication as Taught by

integrated it into the subject matter of communication courses. Respondents who teach critical thinking mentioned many things they do when they teach it, ranging from teaching general "analysis" and "evaluation" to instruction in reasoning and instruction on five specific thinking skills (inductive inference, deductive logic, assumption identification, interpretation of evidence, and judgment of strength of argument). The majority of respondents either strongly agreed (17%) or agreed (53%) with the statement that a college education improves critical thinking skills. Most respondents cited more than one method of evaluation, essays being the most common (75%). In general, the results show a lack of consensus as to whether communication educators understand what critical thinking is. (Contains 43 references.) (TB)

ED 378 624 CS 508 800

Fowler, Carol A., Ed.
Status Report on Speech Research, July-December 1993. SR-115/116.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 93
NOTE- 162p.; For the April-June 1993 report, see ED 371 423.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Communication Research; Elementary Secondary Education; Higher Education; Infants; *Language Acquisition; Language Research; *Listening Skills; Literacy; Phonology; *Speech Communication
IDENTIFIERS- *Speech Research

This publication (one of a series) contains 12 articles which report the status and progress of studies on the nature of speech, instruments for its investigation, and practical applications. Articles in the publication are: "Dynamics and Coordinate Systems on Skilled Sensorimotor Activity" (Elliot L. Saltzman); "Speech Motor Coordination and Control: Evidence from Lip, Jaw, and Laryngeal Movements" (Vincent L. Gracco and Anders Lofqvist); "An Unsupervised Method for Learning to Track Tongue Position from an Acoustic Signal" (John Hogden and others); "Prosodic Patterns in the Coordination of Vowel and Consonant Gestures" (Caroline L. Smith); "Divergent Developmental Patterns for Infants' Perception of Two Non-Native Consonant Contrasts" (Catherine T. Best and others); "Beyond Orthography and Phonology: Differences between Inflections and Derivations" (Laurie Beth Feldman); "Visual and Phonological Determinants of Misreadings in a Transparent Orthography" (G. Cossu and others); "Phonological Computation and Missing Vowels: Mapping Lexical Involvement in Reading" (Ram Frost); "The Tritone Paradox and the Pitch Range of the Speaking Voice: A Dubious Connection" (Bruno H. Repp); "A Review of Treiman, R. (1993). 'Beginning to Spell'" (Donald Shankweiler); "A Review of McNeill, D. (1992). 'Hand and Mind: What Gestures Reveal about Thought'" (Michael Studdert-Kennedy); and "A Review of Lieberman, P. (1991). 'Uniquely Human'" (Michael Studdert-Kennedy). (RS)

ED 378 625 CS 508 801

Dowling, Kevin J.
Interactive Theater: Performance Based Awareness and Education.
PUB DATE- 94
NOTE- 7p.; A product of Project SEED.

NOTE- 154p.; Volume 1 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; *Educational Quality; Elementary Secondary Education; Institutional Mission; Models; Organizational Change; Organizational Climate; Organizational Communication; *Organizational Development; *Organizational Theories; *Total Quality Management
IDENTIFIERS- *Total Quality Education

Attempts to implement W. Edwards Deming's Total Quality Management (TQM) principles in education and transform school systems into world-class, quality learning environments have proved somewhat disappointing. This book asserts that educators need a way to translate the ideas about corporate quality for adaptation and use in schools. The "missing link" is offered in the description and discussion of Total Quality Education (TQE) presented in this document. The book first clarifies what quality is and who the customers and suppliers in education are. It then presents a Quality Fit Framework, which describes how quality can be infused into school systems. This framework is built on three basic leverage points--shared purpose, structure, and dynamic relationships--that form the basis for applying 18 common core premises of quality to school organizations. Chapter 1 addresses the issue of the international educational challenge and serves as a primer for defining quality and various quality premises. Chapters 2-4 define each of the three leverage points and present strategies for carrying them out in the school system. Chapter 5 presents suggestions for making significant differences in the lives of today's youth. Sixty-two figures are included. Finally, chapter 6 examines the criticisms of TQM in education. (LMI)

ED 378 643 EA 026 402

English, Fenwick W.; Hill, John C.
Total Quality Education: Transforming Schools into Learning Places.
PUB DATE- 94
NOTE- 133p.; Volume 2 of the series "Total Quality Education for the World's Best Schools: The Comprehensive Planning and Implementation Guide for School Administrators," edited by Larry E. Frase.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Design; Educational Assessment; *Educational Change; Educational Planning; *Educational Quality; Elementary Secondary Education; Models; *Organizational Development; Organizational Theories; Total Quality Management
IDENTIFIERS- *Total Quality Education

To design a school where all children succeed means creating a place that puts learning, rather than competition, at the heart of the process. This book does not propose Total Quality higher education, and external consultants); state-level links; and other critical links. The articles include: (1) "'We Expect Excellence'--Kenmore-Town of Tonawanda Schools, Winner of New York State's Excelsior Quality Award" (John E. Helfrich and Dorothy Vienne); (2) "The Total Quality Approach in Dickinson ISD" (Linda Hanson); (3) "An Application Case Study of the Journey: Total Quality in the Parkview Schools, Jamesville, Wisconsin" (David Romstad and Michael Jamison); (4) "Using Total Quality Management in an Inner City School: George Westinghouse Vocational and Technical High School, Brooklyn, New York" (Lewis A. Rapporport and Franklin P. Schargel); (5) "A Teacher's Perspective on TQM--How to Nuture the Spark" (David P. Langford); (6) "Students' Thoughts on TQM--In the Classroom and in Life" (Betty L. McCormick); (7) "Parents' Perspectives on TQM and Koalaty Kid" (Betsy Van Dorn and Jesseca Timmons); (8) "TQM and the Role of the School Board" (Keith Byrom); (9) "Business Partnerships in Total Quality Schools" (Paul Bailey); (10) "The Role of Colleges of Education in the Quality Transformation of Education" (Bryan R. Cole and Jane A. Stallings); (11) "Choosing and Working with a Consultant" (Susan Leddick); (12) "Rethinking the Connections between Secondary and Higher Education" (Richard D. DeCosmo, Jerome Parker, Louis Scott, and Susanna Staas); (13) "Center for Total Quality Schools" (William T. Hartman and Seldon V. Whitaker, Jr.); (14) "The Virginia State Education Agency--A Catalyst for Change" (Joseph A. Spagnolo, Jr. and James C. Chancey, Jr.); (15) "Texas Governor Ann Richards' Statewide Initiative" (Betty L. McCormick); and (16) "The TQM-Technology Critical Connection" (Lewis A. Rhodes and Clark Kirkpatrick). Appendices contain a directory of TQM schools from over 60 school districts, selected references with a K-12 focus, and an author directory. (LMI)

ED 378 660 EA 026 419

Gmelch, Walter H.; Chan, Wilbert
Thriving on Stress for Success. Principals Taking Action Series.
PUB DATE- 94
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; Administrator Role; *Coping; Elementary Secondary Education; *Job Performance; *Principals; Quality of Working Life; *Stress Management; *Stress Variables; Work Environment

When properly managed, stress can serve as a key to successful job performance. This book explores the link between pressure and performance in schools. It shows how to recognize stress as both a facilitator and debilitator of effective performance. Chapter 1 serves as a personal stress checkup. Chapter 2 explores the myths of administrative stress and identifies personal stress traps for principals. The third chapter outlines action plans for converting stress into useful energy. The ways in which stress affects performance are explained in the fourth chapter. Strategies for overcoming "rustout," a situation in which one's skills are underemployed, are described in chapter 5. Chapter 6 presents coping techniques for situations of burnout, in which one is overemployed. Ways to maintain a high level of productivity and to sustain the

Administration

Given the advent of new forms of schooling in American education, specifically, integrated social-service schools (ISS), a radical rethinking of traditional leadership models is needed. This paper suggests a new role for K-12 public school leaders--that of the school president. Data were derived from a review of the job descriptions of the presidency in 40 Jesuit college-preparatory high schools nationwide. Findings indicate that a congruence exists between the job descriptions and the emerging needs of public ISS schools. Leaders of ISS schools must perform chief-executive officer (CEO) functions, procure and distribute resources, hold together policy and praxis in a complex structure, communicate effectively to a variety of stakeholders, coordinate a wide range of professionals, and promote external relations. Given the triple task of teaching, research, and service, the university is the most appropriate place in which to explore models of leadership for ISS schools and to prepare prospective and current practitioners for the role. Contains 56 references. (LMI)

ED 378 681 EA 026 445

McNeir, Gwennis
Applied Learning: Strategies for Integrating Academic and Vocational Education.
PUB DATE- Sep 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cooperative Education; Curriculum Design; Educational Cooperation; Elementary Secondary Education; *Integrated Activities; *Integrated Curriculum; *Interdisciplinary Approach; Partnerships in Education; *Vocational Education

A current focal point of Oregon's school restructuring effort is on closing the gap between academic and vocational disciplines to increase opportunities for all students. This Bulletin examines a spectrum of practices aimed at facilitating integration of academic and vocational education while exploring issues, problems, and solutions common to all approaches. The introduction summarizes the key arguments for integration and gives an overview of its premises. Chapter 1 introduces various models of integration and some of the components of a revised curriculum. Chapter 2 examines partnerships and collaborative efforts--key components of the shift to applied learning--among various members of the education system. The third chapter examines barriers to integration and synthesizes successful administrative approaches. The conclusion highlights ongoing issues that must be confronted as the process of integration moves forward. Data from telephone interviews conducted with 10 Oregon education specialists and administrators illustrate chapter themes. (LMI)

ED 378 682 EA 026 446

Medler, Alex
State-Level K-12 Education Reform Activities.
PUB DATE- Jun 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; Educational Improvement;

ED 378 701 EA 026 484

Brown, Antoinette
An Evaluation Design for a Community School Cluster.
PUB DATE- Oct 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY. October 26-28, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Partnerships in Education; State Action; *State Aid; State Legislation; State School District Relationship
IDENTIFIERS- *Maryland (Montgomery County)

A cluster of schools in Montgomery County, Maryland, is working to meet the changing educational needs of its student population. The state of Maryland has developed partnerships with business and local service providers to improve school performance. House Bill 874 provided for Challenge School funds to help local schools reach Maryland's Schools for Success Goals by the year 2000. This paper presents an interim evaluation design that supported school-improvement plan (SIP) implementation, identified program-related activities and strategies, documented Challenge Schools' progress, and identified SIP outcomes. The Challenge School funding plan was implemented in 1993-94 in five elementary, one middle, and one high school. Quantitative and qualitative data collected at the school sites indicate that the program resulted in increased parent involvement and improved school/agency responsiveness to children and families. The role of the State Department of Education is expected to change from one of advisor/monitor to observer as schools take greater responsibility for self-evaluation. (LMI)

ED 378 702 EA 026 487

Charter Schools: New Model for Public Schools Provides Opportunities and Challenges. Report to Congressional Requesters.
PUB DATE- Jan 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Elementary Secondary Education; Eligibility; Evaluation; Federal Aid; Federal Regulation; *Institutional Autonomy; *Nontraditional Education; *School Choice; State Action; *State Legislation; State Regulation
IDENTIFIERS- *Charter Schools

This report was prepared in response to requests by Senators Specter and Kennedy for information regarding charter schools. It presents data on the following: the number of charter schools approved under state law; characteristics of charter-school instructional programs; factors for school autonomy; accountability mechanisms; and the challenges posed by charter schools for federal education programs. Methodology included: (1) a review of documents for most of the 83 approved or proposed charter schools as of May 1994 (in California, Colorado, Massachusetts, and Minnesota); (2) telephone interviews with the principals of 50 charter schools, district officials in 34 school districts with charter schools, and software, much of it commercial and copyrighted material, for Apple, Macintosh, and IBM (MS-DOS) computers. It explains how to join the service, the lending procedure, and the requirement that an evaluation sheet be completed for each borrowed item. The second section provides guidelines for completing the required software evaluation form. A listing by subject and grade level precedes the software descriptions for each of the three formats. Subjects include art, business, computers, database managers, desktop publishing, driver education, early learning, educational games, English/language arts, foreign languages, health, library skills, logic/problem solving, mathematics, music, reading, science, sign language, spreadsheets, telecommunications, utilities, and word processors. The software packages are listed alphabetically by software title, and each listing includes: recommendations of schools and programs with ratings, sample comments, and opinions of evaluators; vendor; replacement cost; grade levels the title is designed for; review citations; equipment requirements; subject area; brief description (provided by the publisher); and contents of the package. Addresses and phone numbers of vendors complete the catalog. (DB)

ED 378 720 EC 303 616

Mason, David G.
Bilingual/Bicultural Deaf Education Is Appropriate. Occasional Monograph Series, Number 2.
PUB DATE- Mar 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Sign Language; *Bilingual Education; Bilingualism; Cultural Differences; *Cultural Pluralism; *Deafness; *Educational Philosophy; Educational Trends; Elementary Secondary Education; *English (Second Language); Foreign Countries; Multicultural Education; Social Integration; Special Education Teachers; Special Schools; Teacher Education; Teaching Models; Trend Analysis
IDENTIFIERS- Canada; *Deaf Community

This discussion focuses on the growing trend in deaf education toward bilingualism/biculturalism, with special emphasis on schools for the deaf in Canada. American Sign Language and La Langue Signes Quebecois on the one hand and English and French on the other are used as examples of bilingualism. Biculturalism is seen in the deaf individual's participation in both deaf and hearing cultures around the world. Theoretical assumptions of monolingual/monocultural approaches are contrasted to those of bilingual/bicultural education. Trends at specific schools in Canada, the United States, and Sweden are examined. An evolving paradigm which sees English as a second, rather than first, language for people with deafness is noted, as are trends toward increased community support for deaf bilingual/bicultural education and for general bilingualism. Trends in research are also identified, including new insights into how deaf children read and a paradigm shift which views deafness as a difference rather than a deficiency. Theoretical aspects of bilingualism are reviewed and a new model of deaf education is formulated. Specific implications of this model are drawn for families and for universities. An appendix summarizes course requirements in 33 programs for preparing teachers of individuals with deafness in the United States and Canada. (Contains 47 references.) (DB)

Graduate Study; Higher Education; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; *Special Education Teachers; *Teacher Recruitment; Teacher Shortage; Training Allowances; *Tuition Grants; Urban Education
IDENTIFIERS- *New York City Board of Education

The Special Education Professional In Training (SEPIT) program is a tuition assistance program designed to alleviate critical shortages of special education teachers and clinicians in New York City Public Schools. It gives individuals the opportunity to pursue post-baccalaureate study and obtain placement in bilingual and monolingual special education teaching and evaluation. The New York City Board of Education pays for each participant to obtain a maximum of 12 college credits in special education to qualify for a certificate as a Preparatory Provisional Substitute Teacher. In exchange for tuition assistance, each participant must sign a contract that indicates that he/she will provide a minimum of 1 year of service in a special education setting. This evaluation of the program found it to be successful in placing teachers in special schools. Of 46 respondents to a questionnaire, 45 had completed the program and worked in the New York City Public Schools. Overall, the participants rated the program highly. However, they asked that the Board of Education be more helpful and flexible with their job placement, be more prompt in paying their college tuition to avoid their receiving late fees, and be more efficient in processing paperwork. (JDD)

ED 378 741 EC 303 638

State Incentive Grant District 75/Citywide Special Education Staff Development Program (SIG) 1993-94. OER Report.
PUB DATE- 94
NOTE- 45p.; For the 1992-93 OREA report, see ED 369 194. The evaluation was conducted by the Student Progress Evaluation Unit.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advisory Committees; Conferences; *Disabilities; Educational Planning; Elementary Secondary Education; Incentives; *Inservice Teacher Education; Meetings; Professional Development; Program Effectiveness; Program Evaluation; *Special Education Teachers; *Staff Development; *State Aid; Teamwork; Training Allowances; Workshops
IDENTIFIERS- *New York City Board of Education

This evaluation of the State Incentive Grant (SIG) training program in 1993-94 compared five schools in the city of New York with relatively high involvement in SIG training and good planning with five schools reported to have low SIG involvement and poor planning. The evaluation also included a sampling of workshops at the District 75 annual conference and an assessment of Central Consultation Committee (CCC) meetings. Interviews with educators found that the highly involved schools were more aware of the role and function of the school-based advisory committees (SBACs), their SBACs had adopted more strategies to inform staff about SIG options, the SBACs more actively sought input from staff regarding their professional interests, and their administrators participated more at SBAC meetings and encouraged SBAC initiatives. The District 75 annual conference attracted more educators than the previous year, and most workshops were well received by participants. The CCC appeared to be committed to developing strategies to maximize staff participation and improve the way staff development is delivered. Recommendations include: increase recommended resources. (Contains 18 endnotes.) (DB)

ED 378 759 EC 303 658

Just Kids: A Practical Guide for Working with Children Prenatally Substance-Exposed.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Child Development.
PUB DATE- 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Congenital Impairments; Day Care Centers; *Drug Abuse; Early Childhood Education; *Educational Strategies; Parent School Relationship; *Prenatal Influences; Program Development; Student Evaluation; Substance Abuse
IDENTIFIERS- *Fetal Drug Exposure

This guide was developed to provide effective and practical strategies to meet the needs of prenatally substance-exposed children in preschool or day care settings. Techniques are based on good child development practices and are equally effective for both teachers and parents. The first chapter outlines information about prenatal substance exposure, such as the effects of different drugs on the fetus and the resulting behaviors and learning characteristics. The second chapter presents teaching strategies, including protective factors involving daily routines, transitions, and rules; facilitative factors such as relationships, peer sensitivity, and decision making; and strategies for play, communication development, motor development, social/emotional development, and home-school partnerships. Characteristics of an exemplary child development program are then described in chapter 3. Practical guidelines are offered for dealing with parents with chemical dependency in chapter 4. The final chapter focuses on assessment and offers a preschool assessment protocol consisting of a parent interview and developmental history, administration of developmental screening tests and instruments, play observation, and behavioral observations. An appendix lists organizational resources, training resources, written resources, videotapes, audiotapes, free reference materials, newsletters, and other resources; another appendix defines terms. (Each chapter contains references.) (JDD)

ED 378 760 EC 303 659

Davis, Sharon
Inclusion in Education of Children with Mental Retardation. 1994 Update.
PUB DATE- Jul 94
NOTE- 17p.; For a related document, see ED 352 778. Document contains light print on some pages.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Mental Retardation; Residential Schools; Resource Room Programs; Special Classes;

combination with other influences, defined early childhood special education and influenced its development. An introduction by Philip L. Safford is presented. Subsequent papers have the following titles and authors: "Social, Historical, and Theoretical Foundations of Early Childhood Special Education and Early Intervention" (Nicholas Anastasiow and Christine Nucci); "Family and Professional Collaboration: Issues in Early Childhood Special Education" (Judy I. Stahlman); "Social Competence with Peers: Outcome and Process in Early Childhood Special Education" (Michael J. Guralnick); "The Role of Play in Early Childhood Special Education" (Toni Linder); "Instructional Models in Early Childhood Special Education: Origins, Issues, and Trends" (Philip L. Safford and others); "Reconceptualizing the Individual Education Program: A Constructivist Approach to Educational Practice for Young Children with Disabilities" (Gerald Mahoney and Amy Powell Wheatley); "Transitions to and from Preschool in Early Childhood Special Education" (Susan A. Fowler and Michaelene M. Ostrosky); "Young Children with Special Health-Care Needs" (Nancy L. Peterson and others); "Promoting the Development of Young Children Through Use of Technology" (Philippa H. Campbell and others); "Issues and Emerging Practice in Preparing Educators To Be Early Interventionists" (Jeanette A. McCollum and Susan P. Maude); and "Early Childhood Education and Early Childhood Special Education: A Look to the Future" (Bernard Spodek and Olivia N. Saracho). (Papers contain references.) (JDD)

ED 378 779 EC 303 678

Blenk, Katie; Fine, Doris Landau
Making School Inclusion Work: A Guide to Everyday Practice.
PUB DATE- 95
NOTE- 254p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Ancillary School Services; Curriculum; Day Care Centers; *Disabilities; Early Childhood Education; Educational Diagnosis; Educational Methods; Educational Strategies; Elementary Education; *Inclusive Schools; Instructional Materials; Labeling (of Persons); Models; Private Schools; Program Development; School Personnel; Social Integration; Specialists; *Special Needs Students; Student Characteristics; Student Evaluation; Teaching Methods
IDENTIFIERS- *Kids are People School MA

This book tells the story of the Kids are People School in Boston, Massachusetts, which began as a day care facility, enthusiastically welcomed children with special needs, and developed a multicultural inclusive elementary school. It is the story of the school's determination to provide the therapeutic services essential for each child's development and to adjust the curriculum so that all children could successfully participate. Its history has been a stormy one, but its success suggests that the inclusion concept can work given the right environment. The book was written to show that inclusion can and does work; to help people who want to create inclusive programs do it right; and to point out problems with the ways that children with special needs are educated, tested, and treated. The book addresses the goals and practices required to allow every child to be included in regular classes, with the expectation that the child's special needs--educationally, personally, and socially--will be addressed with appropriate programs. Chapters address characteristics of the programs, and employment. Two tech prep contact persons are listed. (MN)

ED 378 324 CE 067 900

Tech-Prep Competency Profiles within the Engineering Technologies Cluster.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 1,568p.; For individual profiles, see CE 067 901-912.
LANGUAGE- English
EDRS Price- MF13 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; Competence; *Competency Based Education; *Electronics; *Engineering Technicians; High Schools; *Job Skills; Paraprofessional Personnel; Postsecondary Education; State Curriculum Guides; *Technical Occupations; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Ohio

This document contains 12 competency profiles for tech prep courses within the engineering technologies cluster. The document consists of the following sections: (1) systemic curriculum reform philosophy--Ohio's vision of tech prep and its six critical components; (2) an explanation of the process of developing the tech prep competencies; (3) a listing of the partners from business and industry who participated in the competency development process; (4) a list of the educational partners in the process; (5) a sample tech prep competency profile for a manufacturing technician program; (6) a short explanation of how to use the document; (7) a matrix and definitions for each of the 12 technical occupations within the engineering technologies cluster; (8) an essential competencies section that outlines the units that appear in each of the individual occupations as well as in various cluster combinations; and (9) 12 sets of competencies, each containing both core and specialized units for a specific occupation within the engineering technologies core. The competencies are supplied for the following occupations: electronics technician, electrical maintenance technician, instrumentation control technician, electromechanical technician, mechanical technician, industrial manufacturing technician, CADD (computer-assisted design and drafting) technician; tool and die technician, plastics technician, quality control technician, computer systems technician, and computer programming technician. Contains 50 references. (KC)

eight key problem-solving techniques. It covers the following: the problem-solving process, brainstorming, defining problems clearly, analyzing problems, collecting data, interpreting data, finding solutions, and cost-benefit analysis. Part III explains how to present proposed solutions, how to evaluate results, and how to ensure that the group process runs smoothly. It addresses the skills of working together effectively and explores some of the more likely types of problems that could be encountered and the recommended methods of dealing with them. An index is provided. (YLB)

ED 378 343   CE 067 920

Furlong, Andy
Schooling for Jobs. Changes in the Career Preparation of British Secondary School Children.
PUB DATE- 93
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Career Education; *Career Planning; *Education Work Relationship; Foreign Countries; *Goal Orientation; High Schools; National Surveys; *Outcomes of Education; Program Development; Social Class; Social Differences; *Student Educational Objectives
IDENTIFIERS- *Great Britain

This book highlights some ways in which the changes that have affected the British economy and education system have also affected young people's career preparation. It is based on data from the 1970 birth cohort at the stage when members were 16 years old. Chapter 2 examines changes in the relationship between social class and educational outcomes at age 16. Chapter 3 explores ways in which young people's attitudes toward school are structured and assesses the extent of attitude change since the previous cohort. Chapter 4 provides an overview of career programs in schools and looks at some ways in which programs have changed over recent years. Chapter 5 studies ways in which young people's occupational aspirations are structured. It assesses the relative contributions of academic performance, school attitudes, family, and labor market characteristics on occupational aspirations. Chapter 6 examines young people's expectations about their likely routes into the labor market, the stage they expect to leave full-time education, and ways in which these expectations are structured by factors such as academic attainment and local opportunity structures. It explores reasons young people gave for wanting to leave education, difficulties they expect to encounter in the search for work, and their impressions about the relationship between education and jobs. Chapter 7 summarizes findings and highlights policy implications. Appendixes describe response rates and weighting. The book includes 45 tables and figures, a 42-item bibliography, and an index. (YLB)

supervisors or as a reference guide for performance specialists and instructional designers, explains how to establish and operate a comprehensive OJT program. The following topics are covered in the book's 11 chapters: reaping the benefits of OJT; building the right foundation for OJT from identifying goals to establishing an action plan; ensuring sound management and consistent results; preparing trainers and learners; determining when OJT is appropriate; analyzing work, worker, and the workplace to fit OJT to the job; preparing a training plan and developing the correct sequence of activities; conducting an OJT session; evaluating posttraining job performance; reviewing aids and alternatives to OJT to ensure the correct mix of performance interventions; and considering six factors important to the success of comprehensive OJT programs. Numerous materials, including checklists, sample forms, and charts, are included throughout the book. Workshop outlines for training OJT trainers and learners and a 40-item bibliography of selected readings on OJT are appended. Also included are 27 figures/tables, a glossary, and a subject index. Contains 251 references. (MN)

instruction is desired, levels of instruction desired, preferred study instruction times and places, fees, and certification were synthesized into recommendations for further curriculum development. It was recommended that courses/classes on the following topics be developed/offered: mother tongue language classes in Urdu, Punjabi, Hindi, Bengali, and Gujarati; religious/cultural studies, Indian studies, and/or Islamic studies; basic computing; spoken and idiomatic English; and Indian languages for non-Indian people. (Appended are lists of the agencies, community groups/organizations, and individuals consulted.) (MN)

ED 378 380   CE 068 019

Brooks, Kent
Articulation of Technical-Vocational Education with Bachelor Degree Programs.
PUB DATE- 16 Mar 94
NOTE- 5p.; Paper presented at the American Vocational Association Region IV Spring Conference Roundtable (Albuquerque, NM, March 16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accrediting Agencies; *Articulation (Education); *Bachelors Degrees; *College Credits; College Programs; Community Colleges; Cooperative Planning; *Experiential Learning; Higher Education; Institutional Cooperation; Policy Formation; *Student Certification; Two Year Colleges; *Vocational Education

Too many four-year colleges and universities have failed to develop policies for recognizing knowledge gained outside four-year college programs. Several universities are, however, beginning to respond to the needs of adult learners with years of experiential learning (EL), especially that acquired through work experience or on-the-job training. One such institution is Wayland Baptist University, which since 1976 has offered a bachelor of science in occupational education that provides up to 12 semester hours of credit for EL. Institutions desiring to offer bachelor degree programs that are articulated with community college programs must begin by developing an articulation plan that has been carefully designed to meet accrediting agency criteria. This requires adherence to the following criteria: decisions regarding the awarding of credit must be made by qualified faculty; sources of credit must be sufficiently documented to ensure that credits are academically comparable to credit earned by traditional means; credit is awarded only for documented EL that ties the experience to the academic field; steps must be taken to ensure that credit for EL does not duplicate credit already awarded or courses required for the degree; and the institution must clearly show the validity of awarding credits and the evaluation criteria by which judgments are made. (MN)

L. Ross, Director, Income Security Issues, Health, Education, and Human Services Division. Testimony before the Committee on Labor and Human Resources, United States Senate.
PUB DATE- Dec 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; At Risk Persons; Economically Disadvantaged; *Employment Programs; Federal Legislation; Federal Programs; *Job Training; *Program Effectiveness; Program Evaluation; State Programs; Statewide Planning; Success; Unemployment; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; *Job Opportunities and Basic Skills Program; Welfare to Work Programs

This document is comprised of two separate publications, a report concerning the current AFDC program and related testimony. The report discusses a study that assessed the progress the Job Opportunities and Basic Skills (JOBS) program had made in serving an increasingly larger portion of the Aid to Families with Dependent Children (AFDC) caseload, thus ensuring that participants got work and left AFDC. Results indicated JOBS made progress in serving those at risk of long welfare stays, but some AFDC recipients who needed help to avoid long-term dependence had not been widely served. For example, in a 1992 review of 16 states, only 24 percent of teen parents had been enrolled in JOBS. State administrators reported a reluctance to serve AFDC recipients who had barriers to employment, such as learning disabilities, emotional problems, or substance abuse, and were difficult or more costly to serve. Programs were generally not well focused on recipients' employment as the ultimate goal and had generally not forged the strong links with local employers important to helping AFDC recipients find employment. The JOBS performance measurement system provided little incentive for moving clients into jobs, since it held states accountable for the number and type of AFDC recipients participating in JOBS activities, not for the number who got jobs. The second publication, testimony before the Senate Committee on Labor and Human Resources, focuses on five key points about JOBS: (1) what it is intended to do; (2) AFDC recipients being served; (3) what is known about its participants gaining employment; (4) is the program sufficiently focused on employment; and (5) what role employers plan. (Appendixes from the first publication include the following: objectives, scope, and methodology of ongoing work; comments from the Department of Health and Human Services; and abstracts of 17 related products.) (YLB)

involvement stem were lack of communication and resistance to change. Three sets of recommendations were developed, based on facilitating factors, impeding factors, and general recommendations for integration. (YLB)

ED 378 417 CE 068 118

Lister, Robert
Transitioning from School to Work: Programming for an Alternative School for At-Risk Adolescents.
PUB DATE- Dec 94
NOTE- 6p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Community Services; Demonstration Programs; Dropout Prevention; Education Work Relationship; *High Risk Students; High Schools; Integrated Curriculum; Interdisciplinary Approach; *Nontraditional Education; Potential Dropouts; Vocational Education; *Work Experience Programs
IDENTIFIERS- Portsmouth School Administrative Unit NH

The Portsmouth (New Hampshire) Alternative Secondary School (PASS) has been developed for at-risk students who need a self-contained educational program with a community educational approach. This model program is based on the need for students to experience individual growth and success in the areas of academics, therapeutics, behavior management, vocational and community service education with an additional emphasis on outdoor education. A strong family counseling component addresses home and school issues as well as personal/family issues, conflict resolution, communication issues, and self-esteem building. The program allows students to remain in the Seacoast area and be educated via an individual education plan. The 8-week "theme" curriculum is designed with an interdisciplinary approach that includes core academic courses, electives, and vocational and community service opportunities. In addition to a wide variety of therapies that the program offers, students and families are required to obtain outside mental health family counseling. A structured behavioral management system addresses student target behaviors, personal goal setting, and appropriate behaviors. A mandated 20 hours of community service is represented by a student being placed in a work experience program in the community. (Attachments include strategies for transitioning at-risk adolescents, criteria for placement, and exit criteria.) (YLB) students "meet their mind" and teacher's information. Lessons includes objectives, materials, suggested time limits, and activity narratives. Six appendixes contain the following: meet your mind questions, brain warm-ups, about flying fish (picture-story activity), eye accessing questions, spelling strategy, and a sample class announcement. Handouts are provided for activities. Contains seven references. (KC)

ED 378 438 CE 068 163

Cleary, John
A Memo Writing Workshop.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 15 Mar 94
NOTE- 47p.; For related modules, see CE 068 153-167.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Business Correspondence; Learning Activities; Learning Modules; *Literacy Education; On the Job Training; Workshops; *Writing (Composition); *Writing Instruction; Writing Strategies
IDENTIFIERS- *Workplace Literacy

Developed for a workplace literacy program by educators from the Emily Griffith Opportunity School, this teacher's guide presents a 4-hour memo-writing workshop to introduce participants to the writing process. The guide is organized in two sections. The first section covers prewriting, freewriting, brainstorming, and clustering; the second section covers paragraphs, first drafts, memos, revision, editing, and final draft and evaluation. Sections include an objective, activities, and practice. (KC)

Counselor Intentionality and Effective Helping. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counseling Effectiveness; *Counseling Techniques; *Counselor Attitudes; *Counselor Characteristics; *Counselor Role; *Helping Relationship
IDENTIFIERS- ERIC Digests

This digest on counselor intentionality notes that the counseling profession has historically searched for characteristics and behaviors that contribute to successful helping relationships. It identifies one such characteristic, the counselor's level and degree of intentionality, as relating to the notion that successful counselors select their helping behaviors and choose specific strategies with a clear purpose and direction. A section on background begins with Rollo May's introduction of the concept of intentionality as a client characteristic in the late 1960s and goes on to trace the development of the concept through Ivey's (1994) description of counselor intentionality as a process of "acting with a sense of capability and deciding from a range of alternative actions." The next section focuses on the bipolarity of intentionality, noting that intentionality can be either constructive or destructive. The risks surrounding unintentionality are then discussed. A section on research of counselors' intentions notes that preliminary studies have concluded that some relationships exist between counselors' intentions and helpful processes. The digest concludes with a brief summary of intentionality in the counseling process. (NB)

Martin, Debra Faye
Relationship Needs of College Students.
PUB DATE- 94
NOTE- 111p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *College Students; Dating (Social); Higher Education; *Individual Needs; *Interpersonal Attraction; *Interpersonal Relationship; Intimacy; Mate Selection; Sex Differences; Social Cognition; Social Life

The purpose of this study was to investigate the attributes which college students use to describe a desired mate or relationship needs. The sample consisted of 108 students, of which 58 were females and 50 were males. The following independent variables were investigated: gender, age, relationship status, and family structure. The dependent variables were the scores from the following subscales: Attractiveness, Personality Traits, Affection/Communication, Sexual Fulfillment, Recreation/Social, Female Primary Love Needs, and Male Primary Love Needs. Four composite null hypotheses were tested at the .05 level. A three-way analysis of variance (general linear model) was employed for each composite null hypothesis. A total of 140 comparisons were made plus 140 recurring comparisons. Of the 140 comparisons, 40 were for main effects and 100 were for interactions. Of the forty comparisons for main effects, nine were statistically significant at the .05 level. Of the one-hundred comparisons for interactions, ten were statistically significant at the .05 level. Generalizations concerning the results are provided. The survey instrument is appended. Contains 17 references. (Author/BF)

treated here include program philosophy; general goals of the counseling program; internship objectives; required internship activities; necessary documentation; the master counselor role; and a comparison between internship and student teaching. Four appendices provide examples of self-reporting forms, a tape rating form, a weekly supervision report, quarterly assessment forms, and a copy of an internship agreement. (RJM)

ED 378 504 CG 025 906

Extramural Training and Career Opportunities in Aging Research.
PUB DATE- May 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aging (Individuals); *Awards; Employment Opportunities; *Federal Aid; Geriatrics; *Gerontology; *Grants; Older Adults; *Research Opportunities; Research Proposals; Social Science Research; Training
IDENTIFIERS- *National Institute on Aging; Research Priorities

The rapid growth of the older population heightens the urgency for training in aging research. This publication outlines the opportunities for extramural research training and career development that exist within the National Institute on Aging (NIA). The NIA supports research and research training primarily through the award of grants and fellowships. Congress encourages the Institute's support of a wide range of research, including studies on Alzheimer's disease, long-term care, frailty, osteoporosis, nutrition, and rural health. Several NIA programs are aimed specifically at encouraging minorities to participate in aging research. Grants are awarded to nonprofit and for-profit organizations, universities, hospitals, research foundations, and agencies. Extramural research activities are developed by four NIA programs: (1) Behavioral and Social Research; (2) Biology of Aging; (3) Geriatrics; and (4) Neuroscience, and Neuropsychology of Aging. Each research grant application is subjected to peer review at two levels. Three review cycles are held each year. Awards for regular research grants, from initial review to start date, take approximately 10 months--decisions on individual predoctoral and postdoctoral fellowships can be made in 6 months. This booklet specifies the steps in applying for research grants and gives a synopsis of current extramural training opportunities, career development awards, and special programs. (RJM)

IDENTIFIERS- Educational Issues; Gardner (Howard); *Multiple Intelligences

Within the context of school improvement and school reform, it is important to examine Howard Gardner's theory of multiple intelligences (MI theory). His work has far-reaching implications for curriculum development and classroom implementation. Gardner believes that the culture defines intelligence too narrowly. He sought to broaden the scope of human potential beyond the confines of the ability to answer items on tests of intelligence and an IQ score. He was disturbed by the almost exclusive use of linguistic and logical capacities in the construction of items on intelligence, aptitude, and achievement tests. The MI theory challenges the concept of intelligence as a single general capacity that everyone possesses in varying degrees. Gardner suggests that intelligence has more to do with the capacity for solving problems and fashioning products in a context-rich and naturalistic setting. He identified seven areas of intelligence, which he believes all people possess: (1) linguistic intelligence; (2) logical-mathematical intelligence; (3) spatial intelligence; (4) bodily-kinesthetic intelligence; (5) musical intelligence; (6) interpersonal intelligence; (7) intrapersonal intelligence. A number of school projects have grown out of the thinking of Gardner and other liberals like John Dewey, Rousseau, Maria Montessori, and Friedrich Froebel. Using the seven intelligences as their framework, teachers at Crow Island School in Winnetka, Illinois, assess their students using a portfolio approach. (Contains 19 references and an appendix listing Gardner's criteria.) (TB) components examine authentic selections from newspapers, magazines, and books, while complementary writing sequences in the book guide writers from topic selection, through gathering and organizing information, to focused drafting and revising. Chapters in the book are: (1) Communication with a Purpose: A Rationale; (2) Keeping a Record for Oneself; (3) Instructing How-To; (4) Explaining People's Lives and Actions; (5) Informing about an Object or Event; (6) Persuading Others about an Issue; and (7) The Curriculum Connection. (RS)

Sociocultural factors also played a role in the subjects' attitudes toward reading, particularly for the Hawaiian students. Results also indicated that most of the negative attitudes toward reading occurred in the middle stage; most of the participants moved back to a more positive attitude in the later stage. Those students who found that their early interest in reading was rekindled at the later stage usually forged a connection between an early autobiographical interest and their chosen profession. Future research should explore the impact of courses, workshops, and seminars aimed at changing the middle stage decline in students' attitudes toward reading. (Contains eight references.) (RS)

ED 378 567 CS 011 987

Moore, Lou Anna
A Study of a Recreational Reading Program for Disadvantaged Fifth Grade Students.
PUB DATE- Oct 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *After School Programs; Disadvantaged Youth; *Elementary School Students; Grade 5; Intermediate Grades; Program Effectiveness; Reading Aloud to Others; *Reading Attitudes; *Reading Programs; Reading Research; *Recreational Reading; *Rewards; *Student Attitudes
IDENTIFIERS- Reading Motivation

A study investigated how students felt about the "extra" reading activities and opportunities offered to them through an after-school recreational reading program. Ten fifth-grade students who were deemed most critically in need in terms of academic progress were observed in the after-school reading activities and were interviewed. Six themes emerged from the data analysis: (1) "the disadvantaged student" (moving from school to school and lack of opportunities to participate in activities unless provided by the school); (2) "rules and rewards"; (3) "meaningful reading" (where students spoke of their reading difficulties); (4) "boring reading"; (5) "adult influences" both positive and negative; and (6) "reading aloud." Results also indicated that the use of rewards to encourage students to both attend the program and to read apparently worked initially, and was still working for some students; and the students themselves questioned the value of the program in serving their particular reading needs and wishes. (Contains nine references. Appendixes present observation questions, interview questions, and the interview form.) (RS)

Classical Mythology. Fourth Edition.
PUB DATE- 91
NOTE- 721p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060),Books (010)
DESCRIPTORS- *Classical Literature; College Students; *Cultural Context; Higher Education; Literary Criticism; *Literary History; Literature Appreciation; *Mythology
IDENTIFIERS- Greek Culture; Greek Mythology; Heroes; *Historical Background; *Literature in Translation; Roman Civilization; Roman Mythology

Designed for students with little or no background in classical literature, this book introduces the Greek and Roman myths of creation, myths of the gods, Greek sagas and local legends, and presents contemporary theories about the myths. Drawing on Homer, Hesiod, Pindar, Vergil, and others, the book provides many translations and paraphrases of original passages and discusses analyses by Sigmund Freud, Carl Jung, Claude Levi-Strauss, and Vladimir Propp, which interpret the classics for contemporary students. This revised fourth edition features extensive translations from ancient authors, including a complete translation of the 33 Homeric hymns; expanded chapters on Mycenae, Troy, and Rome; additional information on myths in classical music, musical comedy, and film, including a discography of musical works on compact disc and film titles available on videotape; an expanded art program with maps redrawn for extra clarity; a listing that offers the Greek spelling of names; and an updated, expanded bibliography. (NKA)

English Teachers.
PUB DATE- Nov 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Communication Skills; *Curriculum Development; *Curriculum Evaluation; *English Instruction; High Schools; *Speech Communication; Teacher Role
IDENTIFIERS- *California; English Teachers; *Speech Communication Education; Teacher Surveys

A study of 178 secondary school teachers in the California was motivated by the passage of the Ryan Act of 1970, which eliminated the high school speech credential and subsumed it under the English umbrella. The result has been that the speech communication subject matter is expected to be integrated into the English courses in the state. The 1987 state curriculum standards requiring integration of the language arts specifically state that oral communication and listening are to be taught in a number of ways in English courses. Two research questions were posed: (1) Would post-Ryan Act English teachers be more likely to integrate oral communication into their English courses? and (2) Are there any demographic predictors of the extent to which an English teacher would integrate oral communication in his or her classroom? Results showed that only 20% of the respondents could give a specific technique or example of how they taught speech or listening in the classroom. Generally, there is no difference between pre- and post-Ryan Act English teachers' handling of speech in their curriculums, which gives further support to Post-Ryan English teachers' not being prepared adequately to teacher speech communication in "process/theory" areas. Regarding demographics, results showed that female teachers were more likely to teach communication skills than male teachers. Speech communication educators must get the national and state offices of education to accept the importance of their discipline in secondary schools. (Contains 17 references and a table of data.) (TB)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Controversial Issues (Course Content); Discussion; Elementary Secondary Education; *Interpersonal Communication; Production Techniques; *Theater Arts
IDENTIFIERS- *Drama in Education; *Interactive Theater

Interactive theater is a performance based medium which utilizes drama to present and provide a forum for the discussion of socially sensitive issues which impact youth and adults. A scene is presented to an audience up to a crisis point, at which time the audience asks cast members questions while the cast stays in character. Interactive theater can be the catalyst to begin discussions of issues which are not always talked about in public. Scripts, sets, and costumes are not used, and performance environments are not a major concern. Workshops are available to train cast members in basic theater skills. Audiences have grown in personal awareness levels, and they have had the opportunity to hear what their peers think about the issues presented and discussed. Cast members have grown in many ways, from performance skills to interpersonal relationships. (RS)

Management (TQM) as the cure for improving performance of U.S. schools, but rather argues that schools as a place and name should be replaced with the term "learning places." The book gives clear-cut illustrations of how the new learning place should look from the perspectives of curriculum, classroom environments, teaching, and architecture. In addition, the term "Total Quality Education" (TQE) should replace TQM. Chapter 1 discusses the nature of TQE and chapter 2 describes the shift from school to learning place in terms of philosophy, psychology, pedagogy, psychometrics, and curriculum. The third chapter presents the learning model for the learning place, which addresses the domains of self-readiness, competence, and inquiry. Curriculum models that are based on arena and nonlinear planning are described in the fourth chapter. Chapter 5 presents an evaluation approach that rejects the false science approach of education, which asserts that it is possible to relate learning outcomes to inputs and processes. Each chapter concludes with a list of key terms and concepts. Four tables are included. (LMI)

competitive edge are discussed in chapter 7. Eight tables, 8 figures, and 18 exercises are included. The resource section contains a secretarial stress index and a secretary-principal stressors profile. (LMI)

ED 378 661   EA 026 421

Herman, Jerry J.
Crisis Management: A Guide to School Crises and Action Taken. The Practicing Administrator's Leadership Series.
PUB DATE- 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Conflict Resolution; *Crisis Intervention; *Decision Making; Educational Planning; Elementary Secondary Education; Prevention; *School Administration; School Security

The effect and efficiency with which an administrator manages crises may well determine his or her degree of success in resolving the situation. This book serves as a guideline to help administrators prepare for and respond to a wide variety of crisis situations. Following the introduction titled "Advance Preparation for Crises," five chapters provide information, drawn from actual personal experiences, on the following categories of crises--individual-related, group-related, communication-related, finance-related, administrator's personal crises, and major disasters. The first section of each chapter presents basic information about the topic. The second section asks readers to consider alternative approaches to resolving the crisis and to reflect on the effects of each. The third section describes the actions taken and offers an indepth discussion of the situation. (LMI)

Elementary Secondary Education; *School Restructuring; *State Action; State Legislation; *State Programs

In every state of the United States, efforts are under way to improve the way education is provided; however, no single reform strategy dominates. This document summarizes major statewide reforms under way in each of the 50 states. The impetus for reform, the driving agencies or institutions behind reform, as well as the intended results, vary from state to state. States also vary according to reasons for reform, leadership, vehicles through which reform is carried out, and the level at which it occurs. Information is based on the Education Commission of the States (ECS) database and on data collected by traveling ECS policy analysts. A glossary of terms and an index are included. (LMI)

ED 378 683 EA 026 447

Introduction to School Restructuring Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Authors; Elementary Secondary Education; Information Dissemination; Local Issues; Resources; School Districts; *School Restructuring; *Writing for Publication

Three areas have become focal points in the restructuring movement: achievement, equity, and school-based governance. Restructuring efforts are initiated from four main sources--national and regional reform projects, state initiatives, district strategies, and individual school efforts. The Center on Organization and Restructuring of Schools is engaged in a 5-year program of research and dissemination that will analyze restructuring along 6 issues pivotal to elementary, middle, and high schools: authentic achievement, educational equity, decentralization, communities of learning, reflective dialogue, and accountability. This document encourages education writers to submit accounts of local school restructuring efforts. It offers questions to help stimulate story ideas on different aspects of restructuring. The questions for individual schools are related to the three areas of achievement, equity, and school-based governance. The questions for the district pertain to goals, process, budget, and staff development. A list of selected contacts--professional associations and organizations on school restructuring and education writing--is included. (LMI)

state officials in the 11 states with laws authorizing charter schools; (3) analysis of the laws of the 11 states; and (4) a review of oral updates provided by officials in the 11 states. Findings indicate that as of January 1995, 134 charter schools had been approved in 9 of the 11 states with charter-school laws. Great diversity existed among charter schools in terms of instructional programs, autonomy, and assessment plans. An important issue is whether charter schools can be considered as local education agencies (LEAs) and thus be eligible for Title I funds. It is recommended that the Secretary of Education determine whether states may consider charter schools LEAs for federal program administration. If such schools may be LEAs, the Secretary should provide guidance that specifies how states may allocate Title I funds to charter schools, particularly in states that use census data to count low-income children, and how states may determine charter schools' legal responsibility for providing special-education services. Eleven tables and one figure are included. Appendices contain lists of charter schools proposed or approved as of May 1994, a copy of a federal grant provision to support charter schools, comments from the Department of Education, acknowledgements, and a list of GAO contacts. (LMI)

ED 378 721 EC 303 617

Hutinger, Patricia L.; And Others

State of Practice: How Assistive Technologies Are Used in Educational Programs of Children with Multiple Disabilities. A Final Report for the Project: Effective Use of Technology To Meet Educational Goals of Children with Disabilities.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 94p.; Funded through the Technology, Educational Media, and Materials for Individuals with Disabilities Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); Case Studies; Child Development; Computer Uses in Education; Early Intervention; *Educational Technology; Elementary Secondary Education; *Equipment Utilization; Followup Studies; Instructional Effectiveness; *Multiple Disabilities; Qualitative Research; *Severe Disabilities

This 2-year study examined how assistive technologies are used in educational programs for children who have significant multiple disabilities. Naturalistic inquiry incorporated qualitative collection procedures including observations, videotapes of children, and questionnaires and interviews with teachers and parents. Three groups of children were studied. The children had used technology applications in early intervention programs or received technology assessments and follow up as part of related projects. Case studies were developed on 14 children who had from 2 to 10 years experience with assistive technology when the study began. Findings indicated that assistive technology has positive effects on children's development even when they have significant disabilities and their technology experiences are inconsistent. Generally, children were able to use technology tools to accomplish tasks they would not otherwise have been able to do because of the severity of their disabilities. Improvement in social and emotional development was also related to technology use. Additionally, parents and service providers perceived that using assistive technology produced positive effects on the children's academic skills. Obstacles in obtaining, implementing, and maintaining access to assistive technology are noted, including problems of funding, personnel training, and collaboration among staff and between staff and families. Appendices include site descriptions and questionnaires. (Contains 68 references.) (DB)

staff participation in SIG and enhance the effectiveness of the SBACs, capitalize on the successes of previous annual staff conferences, improve the effectiveness of the SIG Coordinator, and expand CCC's influence on the performance of the SBACs. Appendices provide supporting data. (JDD)

ED 378 742 EC 303 639

Hearing on the Reauthorization of the Individuals with Disabilities Education Act (IDEA). Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, Second Session.
PUB DATE- 28 Apr 94
NOTE- 218p.; Serial No. 103-91.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Hearings; *Inclusive Schools; Mainstreaming; Regular and Special Education Relationship; Student Placement
IDENTIFIERS- Congress 103rd; *Individuals with Disabilities Education Act; *Reauthorization Legislation

This Congressional hearing on the reauthorization of the Individuals with Disabilities Education Act was held to define the necessary elements and supports that must be in place in order to make inclusion work successfully for students with disabilities, parents, and teachers. It contains statements and supplemental materials from: (1) Congressional representatives, including Cass Ballenger (North Carolina) and Major Owens (New York); (2) the General Accounting Office; (3) educators, including Barbara Bateman, Daniel P. Hallahan, James M. Kauffman, and Patrick Schwarz; (4) private organizations, including Action for Children to Insure Options Now, American Association of University Affiliated Programs for Persons with Developmental Disabilities, National Education Association, Council for Exceptional Children, National Association of Private Schools for Exceptional Children, American Society for Deaf Children, American Federation of Teachers, and National Association of State Boards of Education; (5) parents, including Lyda L. Astrove, Jill R. Barker, Carlos A. Oberti, and Valerie J. Veltman; and (6) an individual with a disability, Roberta Gallant. (JDD)

Special Schools; *Student Placement; *Trend Analysis

This report updates an earlier study on educational placements of children with mental retardation, comparing data from the 1989-90 school year with the 1990-91 school year. The data indicate that regular class placements increased from 6.7 percent to 7.4 percent from 1989-90 to 1990-91. Resource room placements increased from 20.1 to 23 percent, while separate class placements decreased from 61.1 to 58.3 percent. Separate school placements decreased from 10.3 to 9.8 percent and residential facility placements decreased slightly from 1.4 to 1.1 percent. Tables indicate the percentage of students placed in regular classrooms, resource rooms, separate classes, and separate schools, for the U.S. and for individual states, for both the study years. Another table uses a formula for weighting different placements to compare states on the inclusiveness of their educational settings. The data indicate that for 1990-91: (1) Vermont, Wyoming, Idaho, Montana, and Minnesota had the highest inclusion scores; (2) New Jersey, New York, the District of Columbia, Illinois, Maryland, and Florida had the lowest inclusion scores; and (3) nine states placed fewer than one percent of students with mental retardation in regular classes. The report urges governments, advocacy organizations, and educators to continue efforts to achieve the inclusion of children with mental retardation by the year 2000. (JDD)

children; teaching methods; staff configuration; curriculum and materials; accessibility; evaluation; specialists; and comments of parents, children, and staff. Appendices offer a brief history of special education and inclusion, a glossary, a sample evaluation checklist for daily living skills, and a list of classroom resources. (Contains 14 references.) (JDD)

ED 378 780 EC 303 679

Spratt, James J.
Increasing the Number of Elementary Students Found Eligible for Placement in a Gifted Program by Improving the Prescreening Process through Increased Training for School Staff and Parent Education.
PUB DATE- 94
NOTE- 71p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Check Lists; Elementary Education; *Elementary School Students; *Eligibility; *Inservice Teacher Education; Parent Education; Program Effectiveness; Referral; Screening Tests; Staff Development; Student Characteristics; *Student Evaluation

This practicum was designed to increase the number of elementary school students eligible for placement in a gifted program by improving the prescreening process. Major goals were to: (1) improve teachers' ability to identify giftedness in children; (2) improve the referral rate for gifted screening; and (3) increase the identification and placement rate of children into the gifted program to the expected level. A list of characteristics of giftedness was developed and a series of meetings with a total of 23 teachers provided training in the recognition of potentially eligible students. A parent workshop was also held to educate parents about characteristics of gifted students as well as the screening, evaluation, and placement process. Analysis of results indicated that teachers made more than double the number of referrals compared to the previous 3 years and that all teachers who received the training made nominations of students for screening. The number of students ultimately qualified approached, but did not reach, the two percent goal. Appendices include the gifted characteristics checklist, teacher pre-test and post-test, a sample screening and evaluation log, and a summary of the identification process. (Contains 38 references.) (DB)

ED 378 781 EC 303 680

Susla, Brenda M.
A Social Emotional/Awareness Program for Learning Disabled Students.
PUB DATE- Jul 94
NOTE- 159p.; Educational Specialist Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Style; Computer Uses in Education; *Emotional Development; Instructional Materials; Intermediate Grades; Interpersonal Competence; *Learning Disabilities; Program Development; Program Implementation; *Self Esteem; *Self Evaluation (Individuals); *Social Development

The social and emotional development needs of fourth and fifth grade students (N=16) with learning disabilities were addressed through development and implementation of a 12-week awareness program called "Pupils' Over-Whelming Esteem Rise" (Project POWER). This project targeted: (1) self-awareness; (2) social awareness; (3) coping, organizing, problem solving, and planning; and (4) evaluation, through author-made games, activity sheets, creative projects, and use of technology. At program completion, most students demonstrated awareness of their specific learning style strengths and weaknesses and were able to use this knowledge when interacting with peers and teachers. A student-generated computer presentation showing their understanding of learning styles had a positive effect on student self-esteem. Increases in social skills and self-esteem were documented by pre/post-test differences. Appendices include educator, parent, and student concern surveys; learning/teaching style inventories and explanations; hemispheric mode indicator and game; self-evaluation scale and results; and a program outline. The complete program guide is attached, with examples of numerous learning activities for the project's targeted skills. (Contains 27 references.) (DB)

ED 378 782 EC 303 681

Drum, Jean, Ed.
Communicator, Journal of the California Association for the Gifted (CAG), 1994.
PUB DATE- 94
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ability Identification; Educational Change; Educational Philosophy; Elementary Secondary Education; *Emotional Development; Emotional Problems; *Gifted; *Language Arts; Minority Groups; Primary Education; *Student Development; Student Evaluation; Student Needs; Teaching Methods
IDENTIFIERS- California; Delp (Jeanne L)

Five issues of the journal of the California Association for the Gifted comprise this document. The first issue focuses on the contributions of the late Jeanne Delp, a leading California educator. Articles by Delp include: "Who is Virgil T. Frey?," "How to Live Successfully with the Gifted Child," "Strangers among the Gifted," and "Developing Leadership." Also included are Delp's remarks on receiving an award and the transcript of an interview with her. The second issue centers on language

ED 378 802 FL 022 569

Miller, Wick R

Guarijio de Arechuyvo, Chihuahua (Guarijio of Arechuyvo, Chihuahua).

PUB DATE- 93

NOTE- 162p.; For other volumes in this series, see FL 022 554-570.

LANGUAGE- Spanish; Guarijio

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- d study. Each volume deals with morphophonemics, grammar, and vocabulary of the langua,Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary

IDENTIFIERS- *Guarijio; *Mexico

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Guarijio, an indigenous language of Mexico spoken in Arechuyvo, Chihuahua. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. Contains four references. (CK)

ED 378 803 FL 022 570

Maldonado, Roberto Zavala

Acateco de la Frontera Sur (Acateco of the Southern Border).

PUB DATE- 92

NOTE- 271p.; For other volumes in this series, see FL 022 554-569.

LANGUAGE- Spanish; Acatec

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- iled study. Each volume deals w morphophonemics, grammar, and vocabulary of the,Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary

IDENTIFIERS- *Acatec; *Mexico

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Acatec, an indigenous language of Mexico spoken along Mexico's southern border. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic

ED 378 823 FL 022 739

Lam, Clara
Reeducating a Chinese Child in America in the Native Language.
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, GA).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Chinese; *Code Switching (Language); English (Second Language); *Language Acquisition; *Language Maintenance; Language Patterns; *Language Role; Literacy; *Native Language Instruction; Second Language Learning; Young Children

In a case study, a child's acquisition and maintenance of Chinese (as a first language) and English (as a second language) were documented. The child brought to the United States at age 3.5, acquired English in 2 years and was encouraged to maintain his Chinese skills through a family-based education program. For 6 months the boy was given Chinese lessons by his mother and was asked to use Chinese in communication with his parents. It was found that the child code-switched a great deal, primarily producing Cantonese according to English rules but occasionally conforming to Chinese word order with English content words. During the summer months his first-language skills improved, but they decreased after he began English reading and writing instruction in the fall. However, tests of passive vocabulary and communicative competence indicate that he retained good receptive skills in Chinese. Contains 16 references. (Author/MSE)

ED 378 824 FL 022 741

O Riagain, Padraig
Public and Teacher Attitudes Toward Irish in the Schools. A Review of Recent Surveys. Occasional Paper Number 6.
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; Educational Policy; Elementary Secondary Education; Foreign Countries; *Irish; *Language Attitudes; Language Research; Policy Formation; *Public Opinion; *Public Policy; Surveys; *Teacher Attitudes; Uncommonly Taught Languages
IDENTIFIERS- *Ireland

Results of research attitudes toward the use of Irish in Ireland's schools are examined. The first section reports on three surveys of the adult public in 1973, 1983, and 1985. The second section discusses three surveys among national samples of young people in Ireland in 1980, 1981, and 1983. In the third section, two attitude surveys of primary school teachers are discussed. It is concluded that while there are some technical problems and some differences in emphasis and survey timing, the main surveys reviewed are generally consistent, and that discrepancies occur more in interpretation than in data. With regard to educational policy, the public pursues varied objectives and the majority endorses current policy. It is also generally agreed that "slow learners" and students whose parents do not endorse Irish instruction should not be required

ED 378 843 FL 800 853

Grognet, Allene Guss
ESL and the Employment Connection.
PUB DATE- 94
NOTE- 10p.; Paper presented at the Office of Refugee Resettlement English Language Training Consultations (1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Education Work Relationship; *Employment Potential; *English (Second Language); Immigrants; Job Skills; *Language Skills; *Literacy Education; Second Language Instruction; *Vocational English (Second Language)
IDENTIFIERS- Workplace Literacy

A discussion of English as a Second Language (ESL) in the workplace looks at current challenges and future educational needs. It begins with an overview of adult immigrant demographics in the United States and federal government conclusions about the kinds of skills needed by this population. Challenges facing immigrant workplace education are then reviewed. They include the volume of services needed, fragmentation of service delivery, reluctance to offer ESL in the workplace when it is available elsewhere, disagreement over whether ESL should be considered education or training, and tension over curriculum between advocates of workplace education and workforce development. It is argued that despite a lack of research on workplace language tasks, some basic language functions are identified, including those of getting a job, surviving in the workplace, and thriving on a job. Some indicators of the quality of workplace education programs are outlined, and characteristics of successful delivery models are described. Costs and funding are also discussed briefly. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 378 844 FL 800 854

Dyer, Penny
Training a Multicultural Workforce.
SPONS. AGENCY- Australian Dept. of Immigration and Ethnic Affairs, Canberra.
PUB DATE- 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Communication Problems; *Communication Skills; Conflict Resolution; Cultural Differences; Cultural Pluralism; *English (Second Language); Foreign Countries; Immigrants; Intercultural Communication; *Literacy Education; *Personnel Management; Problem Solving; Refugees; *Supervisory Methods; *Supervisory Training; Vocational English (Second Language); Work Environment
IDENTIFIERS- Diversity (Student); Workplace Literacy

The materials comprise a 30-hour training package designed to assist workplace supervisors in Australia in understanding the issues and strategies for managing and training a multicultural workforce, particularly when it includes refugees or immigrants of non-English-speaking backgrounds. The course is to be taught by, and these materials are intended for, teachers of English as a Second Language (ESL). The course consists of 6 modules on

ED 378 862 HE 028 009

Access and Equity 2000: The Texas Educational Opportunity Plan for Public Higher Education: September 1994 through August 2000.
PUB DATE- Jan 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Administrators; Asian Americans; Black Colleges; Blacks; College Faculty; Court Litigation; Diversity (Institutional); *Equal Education; Females; *Futures (of Society); Governing Boards; Graduate Study; *Higher Education; Hispanic Americans; Long Range Planning; *Minority Groups; Professional Education; *Public Colleges; School Holding Power; Statewide Planning; Undergraduate Study
IDENTIFIERS- Adams v Richardson; Diversity (Faculty); Diversity (Student); *Texas

This document presents reports on the current representation of minorities in various elements of Texas public higher education and offers recommendations for improving minority participation. The status reports are based on data supplied by higher education institutions to the Texas Higher Education Coordinating Board. Section 1 covers undergraduate recruitment, enrollment and retention of Black and Hispanic students since 1989 and reports that these groups remain significantly under-represented. Section 2 offers data on the recruitment, enrollment, retention and graduation rates of Blacks and Hispanics in graduate study and reports that these groups are still seriously under-represented. Section 3 reports on the recruitment and retention of Black and Hispanic faculty, administrators and professional staff. Section 4 briefly surveys the participation of Blacks and Hispanics on governing boards of public colleges and universities. Section 5 describes initiatives for strengthening historically Black colleges and institutions in South Texas. Section 6 reports on the participation of women, American Indians, and Asian Americans at the state's public institutions. Section 7 presents four goals and associated recommendations to enhance minority participation. Section 8 recommends specific actions for institutions, governing boards, and other bodies. Appendices list reporting requirements and schedule, the status of a federal racial discrimination case, "Adams versus Richardson," and a list of relevant officials. (JB)

ED 378 863 HE 028 010

Hackmann, Donald G.; Price, William J.
Preparing School Leaders for the 21st Century: Results of a National Survey of Educational Leadership Doctoral Programs.
PUB DATE- 11 Feb 95
NOTE- 18p.; Paper presented at the National Council of Professors of Educational Administration Conference-within-a-Conference at the Conference of the American Association of School Administrators (New Orleans, LA, February 11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; Degree Requirements; Delivery Systems; Doctoral Degrees; *Doctoral Programs; *Educational

ED 378 883 HE 028 032

Educational Plant Survey. The University of Florida Institute of Food and Agricultural Sciences on Campus--Alachua County. April 4-5, 1994.
PUB DATE- Apr 94
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; Capital Outlay (for Fixed Assets); *Educational Facilities; *Educational Facilities Planning; Enrollment; *Facility Inventory; Higher Education; Long Range Planning; Program Descriptions; School Space; Space Utilization; *State Universities
IDENTIFIERS- *University of Florida

This report presents the results of a systematic study and evaluation of the existing educational plants of the University of Florida's Institute of Food and Agricultural Sciences (IFAS), along with a determination of future plant needs. Section 1 contains an introduction to the educational plant survey, including statutory foundations, procedural policies, and cooperative processes. Section 2 provides an overview of the IFAS, while Section 3 contains an analysis of the student population, including planned enrollments and enrollment trends. Section 4 reviews the academic programs of the university as related to the IFAS. Section 5, the bulk of the report, contains an inventory of existing sites and buildings. Section 6 presents plans for housing programs, students, personnel, and services in the coming years, while section 7 analyzes capital outlay finances. Section 8 contains recommendations for educational plants at the main campus and at the Austin Cary Forest site, as well as university-wide standard recommendations. (MDM)

ED 378 884 HE 028 033

Long, Edward LeRoy, Jr.
Higher Education as a Moral Enterprise.
PUB DATE- 92
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; College Administration; College Curriculum; College Faculty; College Instruction; College Students; *Educational Attitudes; *Educational Objectives; *Ethical Instruction; Governance; *Higher Education; *Moral Issues; Politics of Education; Scholarship; Self Actualization; Self Concept; Student Evaluation

This book argues that higher education is fundamentally a moral enterprise that needs to be guided by commitments to what is morally right and fundamentally good. It takes issue with prevailing tendencies to give attention merely to what is intellectually warranted, operationally feasible, or superficially attractive to students who consider themselves more as consumers of educational wares than as aspirants to membership in a special guild. Sixteen chapters consider the purpose of education; education and selfhood; cognitive, affective, and kinesthetic skills in the wholeness of selfhood; the significance of the community for the institution of

ED 378 902 HE 028 053

Krefetz, Gerald
Paying for College: A Guide for Parents.
PUB DATE- 95
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Credit (Finance); Educational Finance; Estate Planning; Financial Needs; Financial Services; Financial Support; Higher Education; Income; *Money Management; Need Analysis (Student Financial Aid); *Parent Financial Contribution; Parents; *Paying for College; Student Costs; *Student Financial Aid; Student Loan Programs; Tax Rates; Trusts (Financial)
IDENTIFIERS- Gifts; Savings; Savings Accounts; Savings Bonds

This guide to paying for college is written for families that expect to pay most, if not all, of the costs of college out of savings, investments, gifts, inheritances, borrowed funds, or a combination. It outlines usual approaches but also indicates some unorthodox methods. Chapters cover the following topics: (1) planning for college expenses; (2) saving; (3) savings instruments (financial instruments; savings accounts; NOW accounts, money-market deposits; certificates of deposit, money-market funds, savings bonds, treasury bills, notes, and bonds; government securities; mortgage-backed securities; zero-coupon bonds; municipal bonds, corporate bonds, common stocks, insurance); (4) gifts (inheritances, gifts under the Uniform Gifts to Minors Act, and "borrowback"); (5) taxes and income shifting; (6) trusts and loans (minors' trusts, Clifford trusts, Crummey trusts, and charitable-remainder trusts); (7) business and college costs (hiring children, educational fringe benefits, children as partners, corporations, business gifts and leasebacks, borrowing from retirement plans); (8) borrowing (pay-as-you-go, lines of credit, home equity loans, margin accounts, Higher Education Amendments of 1992, college loan and tuition programs); and (9) tailoring financial strategies to personal circumstances (profiles of six types of families). Appendixes contain 1994 tax rate schedules, gift tax table, income tax rate for trusts, interest rates and yields, and worksheets and tables. Includes a glossary and an index. (JB)

ED 378 903 HE 028 054

Butterfield, Barbara S.; Wolfe, Susan
You Can Get There from Here: The Road to Downsizing in Higher Education.
PUB DATE- 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgets; *College Administration; College Planning; Colleges; Dismissal (Personnel); Diversity (Institutional); Early Retirement; Employment Practices; *Financial Exigency; Flexible Working Hours; Fringe Benefits; Higher Education; Job

ED 378 921 HE 028 094

NtiAsare, Nancy Sharp
The State as a Support System: What Should Women in Academe Expect? A Global Perspective.
PUB DATE- 6 Jan 95
NOTE- 16p.; Paper presented at the International Conference on Women in Higher Education (8th, San Francisco, CA, January 4-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Comparative Analysis; Day Care; Family History; *Family Programs; Family Work Relationship; Federal Government; *Females; Financial Support; *Foreign Countries; Fringe Benefits; *Government Role; Higher Education; Leaves of Absence; Personnel Policy; Policy Analysis; *Public Policy; Sex Role
IDENTIFIERS- Australia; Belgium; Chile; China; *Family Policy; France; Germany; Ghana; India; Mozambique; Norway; Singapore; Sweden; United States; Zambia

A comparative analysis of family policy in various nations looks at state financial support for families and in particular how professional women in academia fare internationally with respect to state support for their families. The analysis includes a review of the general development of family support through the industrial revolution and the 20th century, analysis of family policy in the United States, and a comparative analysis of the family policy of other nations. The comparative analysis notes that, in European countries, family benefits are regarded as a right. Policies are analyzed for the following countries: Sweden, Norway, France, Germany, Belgium, Zambia, Mozambique, Ghana, India, Singapore, Peoples Republic of China, Chile, Australia, and the United States. The final portion of the analysis examines the positive and negative aspects of state support of the family. Positive aspects found include support for the initial phase of parenting, family solidarity, and equal support to all families. Negative aspects of state support, state intervention in family life, economic costs, discrimination against women; were found to be not compelling. The analysis concludes that the United States should adopt a national family support policy. (Contains 20 references.) (JB)

ED 378 922 HE 028 095

Gordon, Howard R. D.
An Assessment of the Leadership Skills of College of Education Students at Marshall University.
PUB DATE- Mar 95
NOTE- 26p.; Paper presented at Annual Conference of the Eastern Educational Research Association (Hilton Head, SC, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); College Seniors; Communication Skills; Counseling Techniques; Decision Making Skills; Demography; Educational Innovation; Empathy; Higher Education; *Leadership Qualities; Motivation; *Preservice Teacher Education; Schools of Education; *Self Evaluation (Individuals); Self Management; Sex Differences; State

ED 378 941 IR 016 936

Ramirez, Rafael; Bell, Rosemary
Byting Back: Policies To Support the Use of Technology in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Information; Curriculum Development; Educational Change; Educational Policy; *Educational Technology; Elementary Secondary Education; Equal Education; Financial Support; *Information Technology; Partnerships in Education; *Professional Development; Standards; Systems Approach; *Technological Advancement; *Telecommunications
IDENTIFIERS- Equality (Social); Information Infrastructure; *Reform Efforts

Telecommunications and information technologies can advance school reform to ensure the achievement of high standards if the curriculum guides the investment in technology. Technology must be planned for, and it must be implemented slowly, as an essential part of the curriculum and not as an add-on result of available funds. Systemic reform linked to efforts to build the National Information Infrastructure can have enormous impact on teaching and learning, making access to information easier and active participation by students easier and more appealing. Use of technology to help reduce educational inequity can be achieved if technology is accessible and affordable for all. In addition, students and teachers must have the support they need to be able to reap the benefits of technology. Changes throughout the school organization, particularly in the area of professional development, are necessary to integrate technology into instruction. Funding the necessary infrastructure is a complicated problem, but public-private ventures and regional consortia present two possible avenues of financial support. Ten appendixes provide supplemental information, including legislative background. (Contains 64 references.) (SLD)

ED 378 942 IR 016 945

Barboni, Edward J.
Information Technologies in Independent, Liberal Arts Colleges: A Summary and Analysis of Comparative Data. Information Technology Series #1.
SPONS. AGENCY- Buhl Foundation, Pittsburgh, Pa.
PUB DATE- Sep 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Budgets; *Comparative Analysis; *Computer Uses in Education; Educational Finance; Educational Technology; Expenditures; Higher Education; Information Networks; *Information Technology; *Liberal Arts; *Private Colleges; Strategic Planning; Surveys; *Technological Advancement; User Needs (Information)
IDENTIFIERS- Internet

The use of information technology within independent colleges is examined by analyzing data from an annual survey by the College

ED 378 960 IR 017 023

Diehl, Carolyn; And Others
The Use of Information by Educators. Annotated Bibliography.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Mar 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cognitive Processes; *Decision Making; Education; Elementary Secondary Education; Evaluation Methods; Information Skills; *Information Theory; *Information Utilization; *Problem Solving; Teachers; *Users (Information)
IDENTIFIERS- *Educators

The literature on how educators use information to solve problems and perform their routine duties is located within a much larger, well-established literature that spans topics in organizational decision-making, communication theory, cognitive science, information theory, and evaluation utilization. This bibliography presents summaries of illustrative references for the general reader interested in information use in education. Most of the citations pertain directly to education, but some represent studies from related areas. Books, journal articles, major literature reviews, and reports of selected studies or experiments are included. The 43 citations include complete bibliographic information and a short abstract. They are numbered and arranged alphabetically, with an index at the end to provide access by topic. (Author/MAS)

ED 378 961 IR 017 024

National Diffusion Network: Developer Demonstrator and Dissemination Process Projects Directory. 1995.
PUB DATE- 95
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *Cost Estimates; *Demonstration Programs; Developmental Programs; Directories; Early Childhood Education; *Educational Development; Elementary Secondary Education; Postsecondary Education; *Professional Training; *Program Development; Trainers
IDENTIFIERS- *National Diffusion Network

This directory lists the 89 funded and the 52 unfunded National Diffusion Network (NDN) educational projects for 1995. Each entry contains the following information: NDN project number; project title; address; telephone number; principal staff; grade level/population approval; key elements; when adoptions are reported; approximate implementation cost; length of training; training costs and cost basis; number of certified trainers by state; types of awareness materials; project material availability; follow-up services available to adopters; and evaluation support available to adopters. (MAS)

ED 378 962 IR 017 025

Developing CD-ROMs: Pitfalls and Detours on the Road to the Digital Village.
PUB DATE- 94

ED 378 982 IR 055 382

Kascus, Marie A., Ed.; Hale, Dawn, Ed.
Outsourcing Cataloging, Authority Work, and Physical Processing: A Checklist of Considerations.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Authority Control (Information); *Cataloging; Check Lists; Classification; Costs; Information Processing; Information Technology; Library Administration; Library Planning; Library Role; *Library Technical Processes; Operating Expenses; *Private Sector; *Retrospective Conversion (Library Catalogs)
IDENTIFIERS- *Contract Employment; Contractors; *Outsourcing

Due to automation technology, financial restrictions, and resultant downsizing, library managers have increasingly relied on the services of contractors, rather than in-house staff, to accomplish different technical services operations. Contracted services may range from a small project for a selected group of materials to a large project for complete cataloging, authority work, physical processing and retrospective conversion. While a library's individual needs and circumstances vary, there is a core set of questions and considerations common to all outsourcing options. This checklist has been compiled to stimulate thought regarding the variables to be identified and analyzed when comparing the advantages and disadvantages of using outsourcing, and will help a library in selecting possible services to be outsourced, determining associated in-house concerns and costs, and gathering information about a contractor. Through use of this tool, libraries can collect data and make informed decisions in determining which option best meets their individual needs. Sections include an examination of outsourcing for each specific library function (cataloging, classification and holdings information, authority processing, and physical processing of materials); initial outsourcing considerations; retention of some in-house activities; investigation of contractors; and financial considerations. A bibliography refers to 13 related sources. (MAS)

ED 378 983 IR 055 383

Glover, Denise Marie
Voices of the Spirit: Sources for Interpreting the African-American Experience.
PUB DATE- 95
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- American Studies; Annotated Bibliographies; Black Culture; *Black History; Black Studies; *Cultural Awareness;

ED 379 002 IR 055 406

The International Program and Its Global Mission: Introduction to Report Series.
PUB DATE- Jan 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Access to Information; Cooperative Programs; Foreign Countries; Institutional Mission; *International Cooperation; *International Programs; *Preservation; Program Descriptions; *Records Management; Reports
IDENTIFIERS- *European Commission on Preservation And Access

The mission of the international program is to enable the preservation of materials in the spirit of worldwide cooperation, and to ensure enduring access among countries and throughout time. The commission's international program involves collaboration among scholars worldwide through the European Commission on Preservation and Access (ECPA), raising awareness and assistance for the preservation problem. The commission's work includes: enriching American and international scholarship; encouraging and coordinating international cooperation in eliminating redundancy and wisely using financial resources; stimulating preservation activities in developed countries; and bringing preservation information to less developed countries. The first step of the program was to identify needs regarding preservation of and access to the world's written knowledge and how to meet these needs. Hundreds of institutions from dozens of countries have contacted the commission for information and guidance. The forthcoming series of program reports, which illustrate the breadth and variety of ECPA's cooperative preservation initiatives, is discussed. (MAS)

ED 379 003 IR 055 407

Jordan, Sonja K.
Preservation Activities in Bulgaria: The State of Affairs and Possibilities for Cooperation. Report of a Visit to Bulgaria, March 1 to 20, 1994.
PUB DATE- Feb 95
NOTE- 15p.; For the introduction to the series, see IR 055 406.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Background; Centralization; Decentralization; Economics; Foreign Countries; History; *Library Collections; *Library Development; Library Education; Library Networks; Library Statistics; Political Issues; *Preservation; *Problems; *Research Libraries
IDENTIFIERS- *Bulgaria; National Preservation Program (Bulgaria)

This report provides a review of Bulgaria's history as it relates to library collections, and describes the current state of preservation activities at key institutions. The discussion includes: the political history of Bulgaria and its library collections; the Soviet state and its aftermath; economic constraints; decentralization of Bulgaria's research libraries; and a description of and statistics for five specific key research libraries. It was discovered that although Bulgaria's government cannot make preservation a priority at this time, the libraries are free to initiate their own projects and

ED 379 020 JC 950 096

1994-95 Legislative Program, Grossmont-Cuyamaca Community College District.
PUB DATE- 17 May 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; Economic Development; *Federal Legislation; Federal Regulation; Financial Support; Position Papers; *State Legislation; State Regulation; Two Year Colleges
IDENTIFIERS- Grossmont Cuyamaca Community College District CA

This booklet presents policy positions adopted by the Grossmont-Cuyamaca Community College District Governing Board, forming a legislative agenda for the college focused on the state issues of access, financing, economic development, and regulatory impediments; and the federal issues of financial aid, workforce development, and administrative burdens. A summary of the state issues indicates that: (1) with respect to access, positions include opposition to significant tuition increases which would negatively affect enrollment; opposition to differential fees; support for additional exemptions to the differential fee for public service employees, contracted education, and mandated continuing education courses; and strengthening transfer and articulation processes; (2) with respect to financing, positions include opposition to enrollment fee increases; advocacy for "hold harmless" provisions to mitigate the impact of enrollment declines; support of legislation that would require the state to "backfill" property tax shortfalls; and support of the reduction or exemption of community colleges from state and local taxes; (3) in the area of economic development, positions include support for the designation of community colleges as the state's primary delivery system for workforce training and retraining; support for initiatives that include transition skills in the provision of workplace training and basic literacy; support for funding for defense conversion; and support of proposals to encourage the use of industry equipment by community college students; and (4) with respect to regulatory impediments, positions include support for greater flexibility at the local level; support for the reduction of the number of state mandates; support for accompanying new mandates with appropriate funding; and support for Workers Compensation reform to reduce costs and enhance service delivery. Background and positions on each state and local issue are included. (KP)

ED 379 021 JC 950 097

Mississippi Public Community & Junior Colleges Statistical Data, 1993-94.
PUB DATE- 94
NOTE- 70p.; For the 1992-93 data, see ED 366 407.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Expenditure per Student; Expenditures; *Faculty; *Institutional Characteristics; Public Colleges; Salaries; School Demography; School Funds; Student Characteristics; Tables (Data); Tax Allocation; *Two Year

ED 379 038 JC 950 117

The Massachusetts TECH PREP WEST Model.
PUB DATE- Feb 95
NOTE- 19p.; Materials presented at the Annual Conference on Workforce Training of the League for Innovation in the Community College (3rd, San Diego, CA, February 8-11, 1995). For a related document, see JC 950 118.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *College School Cooperation; Community Colleges; *Curriculum Development; Education Work Relationship; High Schools; High School Students; *Prevocational Education; *Technical Education; *Tech Prep; Two Year Colleges
IDENTIFIERS- Massachusetts

The Tech Prep West Project, established in 1991, brought together three Massachusetts community colleges, seven secondary vocational schools, and one comprehensive high school to develop an alternative college preparation pathway for students, leading from the junior year of high school to an associate degree and employment in a specific career field. Key components of the program included: (1) tech-prep specialists at each site to direct program planning and implementation; (2) collaborative curriculum development; (3) joint staff development for faculty and counselors; (4) tech prep leaders in each school to enlist students and ensure institutionalization of program objectives; (5) curricular materials to support applied academics instruction; (6) a tech prep outreach counselor to promote the program in middle schools and high schools; and (7) tech prep clubs and other strategies to support and nurture student involvement. Members of the Tech Prep West Business and Industry Council review, modify, and validate program goals and curricula, as well as contributing time, staff, and work-experience opportunities. Over 70 articulation agreements between schools and colleges, affording credit in 25 career areas, provide incentives for student participation. The project report includes outlines of the Voc-Tech and Career Cluster curricular options from grades 6-8 to grades 13-14, with possible exit points after high school and community college graduation; a list of the key features of the Tech Prep West model; information on the target population and curriculum; an overview of curricular changes between 1991 and 1995 in each of eight schools; and outlines of four sample curricula. (KP)

ED 379 039 JC 950 118

Academic Program Articulation at Springfield Technical Community College: Building a Framework for Tech Prep and School-to-Work. Revised Edition 1995.
PUB DATE- 95
NOTE- 32p.; Materials presented at the Annual Conference on Workforce Training of the League for Innovation in the Community College (3rd, San Diego, CA, February 8-11, 1995); for a related document, see JC 940 117.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 379 056 PS 022 084

Violence & Youth: Psychology's Response. Volume I: Summary Report of the American Psychological Association Commission on Violence and Youth.
PUB DATE- 93
NOTE- 97p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aggression; Biological Influences; Cultural Influences; Environmental Influences; Family Influence; Influences; *Intervention; *Prevention; Psychological Studies; *Psychology; Psychopathology; Social Influences; Socioeconomic Influences; *Violence; *Youth
IDENTIFIERS- American Psychological Association

This summary report by the American Psychological Association's Commission on Violence and Youth examines individual and societal factors that contribute to youth violence in the United States and offers intervention strategies to reduce such violence. It examines biological, family, school, emotional, cognitive, social, and cultural factors which contribute to violent behavior. The report reviews what psychologists have learned about the factors that accompany and contribute to youth violence. It recommends a variety of specific efforts to reduce youth violence through: (1) early childhood interventions; (2) school-based interventions; (3) heightened awareness of cultural diversity; (4) development of the mass media to be part of the solution; (5) limiting access to firearms by children and youth; (6) reduction of youth involvement with alcohol and drugs; (7) psychological health services for young perpetrators, victims, and witnesses of violence; and (8) education programs to reduce prejudice and hostility. Two appendixes list the table of contents of the commission's full report (volume 2) and describe the commission's work. (MDM)

ED 379 057 PS 022 122

Theilheimer, Ish, Ed.
A Time to Celebrate and Reflect: International Year of the Family 1994 = Une bonne occasion de celebrer et de reflechir: L'Annee internationale de la famille 1994.
PUB DATE- Dec 93
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- duction of youth involvement wi
(7) psychological health services for young perp,Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; *Demography; Divorce; *Family Characteristics; *Family Programs; Family Violence; Federal Programs; Foreign Countries; French; *Government Role; Parent Child Relationship; Program Descriptions; Public Policy; State Programs
IDENTIFIERS- *Canada; *United Nations Intl Year of the Family 1994

This quarterly newsletter issue discusses the upcoming United Nations-sponsored International Year of the Family (IYF), with a specific focus on activities, trends, and research dealing with Canada. Four feature articles examine: (1) the work of the Canada Committee for the IYF, including activities and publications sponsored by the committee and a list of

ED 379 074 PS 022 919

Williams, Sarah, Ed.
The Effects of Mobility: The Rights of the Child in Europe. Report of the Conference (Athens, Greece, April 14-16, 1994).
PUB DATE- Jul 94
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Advocacy; Children; *Childrens Rights; *Child Welfare; Family (Sociological Unit); *Family Mobility; Foreign Countries; Poverty; Racial Discrimination; Refugees; *Relocation; Rural Areas; Sexual Abuse
IDENTIFIERS- Child Pornography; *Child Protection; *Europe; European Forum for Child Welfare; Prostitution; United Nations Convention on Rights of the Child

The European Forum for Child Welfare (EFCW) is committed to promoting the implementation of the United Nations Convention on the Rights of the Child, and the Convention's views underpin and influence the work program of the EFCW. The 1994 EFCW Conference concentrated on articles within the Convention whereby mobility within Europe may have a detrimental effect on children. This report contains the following presentations from the conference: (1) "Children at Risk in a Mobile Society and Mobile Children in a Risky Society" (C. D. Spinellis); (2) "The Rights of the Child in Europe: In the International Context" (Michael Jarman); (3) "The Rights of the Child in Europe: In the Context of Human Rights" (Anna Gillett); (4) "The Rights of the Child in Europe: In the European Union" (Michele Teirlinck); (5) "Social Exclusion in Europe" (G. Tsiakalos); (6) "Children from Minority Communities and Indigenous Populations: Racism and Xenophobia" (P. Chiozzi); (7) "Refugee Children" (Wendy Ayotte); (8) "Children and Poverty" (Brid Ruddy); (9) "Protection of Children: Within the Convention on the Rights of the Child--A Eulogy or a Euphemism" (Helen Agathonos-Georgopoulou); (10) "Sexual Abuse and Exploitation of Children" (Katharina Abelmann-Vollmer); (11) "Sale, Trafficking and Abduction of Children" (Giovanna Titus-Brianti); (12) "Child Care Workers in a Mobile Society--Openings for Paedophiles?" (Jim Currie); (13) "Families in Society: Allies or Enemies of Children's Rights?" (Jane Tunstill); (14) "Stepfamilies and Child Maintenance" (Erica De'Ath); (15) "The Reconciliation of Family and Working Life" (Harris Symeonidou); (16) "Family Needs in Rural Areas" (Pedro Ascensao); and (17) "The Child's Perception of Rights" (Evi Hatzivarnera). A summary of recommendations from conference workshops is also included. (TJQ)

ED 379 075 PS 022 920

Rhodes, Penny J.
'Racial Matching' in Fostering: The Challenge to Social Work Practice.
PUB DATE- 92
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Blacks; Case Studies; Cultural Influences; Foreign Countries; *Foster Care; *Foster Children; *Foster Family; Policy Formation; *Public Policy; Racial Balance; *Racial

ED 379 094 PS 022 985

Hewes, Dorothy W.
Do Parent Co-Op Preschools Float on Kondratieff's Economic Waves?
PUB DATE- 2 Dec 94
NOTE- 16p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Atlanta, GA, December 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Business Cycles; Cooperatives; *Economic Factors; Educational Development; Educational History; *Nursery Schools; *Parent Participation; *Parent School Relationship; Preschool Education; Social History
IDENTIFIERS- *Cooperative Preschools; Froebel (Friedrich); Historical Background; *Kondratieff Waves; Locke (John); Pestalozzi (Johann Heinrich)

Certain economic theories can help explain the rise to prominence of parent participation preschools in the 1950s and help to make predictions about their future. Specifically, the long-wave cycle of economic behavior and its explanation of social systems and innovations can be useful. One popular approach is that of the Soviet economist Nikolai Kondratieff, who discovered 50-year cycles in capitalist economies, although governments now may be able to moderate those cycles in the future. A related observation is that clusters of inventions or innovations that have been proposed while the economy descended into a depression have become successful as it recovered. Further, while invention is constant, application of such invention is cyclic: only during a "window of opportunity" provided by an economic downturn will new concepts be seriously considered. Educational developments seem to fit this pattern, including the introduction of the ideas of Locke, Pestalozzi, and Froebel into United States education. Charting the history of the nursery school movement in the United States shows that the years for the introduction of parent co-ops and their rapid rise occurred as the economy rose to a plateau after World War II. At that time, federal funding for war-time nursery schools was terminated, and mothers with increasing numbers of preschool children were dependent upon the co-op community for social support networks. Thus, awareness of economic wave theories may add a critical perspective to analysis of early childhood education history and enable comprehension of current and future situations. (Contains 25 references.) (TM)

ED 379 095 PS 022 990

Pellegrini, Anthony D.
School Recess and Playground Behavior: Educational and Developmental Roles.
PUB DATE- 95
NOTE- 187p.; A volume in the SUNY series, Children's Play in Society.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Age Differences; *Child Behavior; Children; Cognitive Development; Elementary Education; *Elementary School Students; Interpersonal Competence; Motor Development; *Peer Relationship; Play; *Playground Activities; Playgrounds;

ED 379 112 PS 023 044

Follman, Joseph; And Others
Learning By Serving: 2,000 Ideas for Service-Learning Projects. Hot Topics: Usable Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities Improvement; Elementary Secondary Education; Environmental Education; Interdisciplinary Approach; Intergenerational Programs; *Learning Activities; Program Development; *Public Service; *Teaching Methods; Tutoring
IDENTIFIERS- *Service Learning

Defining service learning as the formal integration of public service into student instruction and learning, this guide provides teachers with ideas for narrowing the gap between what students do in school and what they will do after they leave school. The example activities, derived from actual projects, demonstrate the nearly limitless range of possibilities for service learning. The guide is divided into four sections. The first section provides examples of interdisciplinary projects, by grade level: intergenerational projects, tutoring and mentoring projects, environmental and recycling projects, school improvement projects, and others. The second section offers single-discipline projects, by subject and grade level. The third section offers practical information on the steps involved in establishing service learning programs. The fourth section contains descriptions of useful publications on service learning and annotated lists of organizations at the local, state, regional, and national levels that can provide information and resources to people interested in initiating or expanding service learning. Throughout the guide, "Program Profiles" provide fuller descriptions of exemplary service learning programs in schools and organizations in the Southeastern United States and across the country. Appendices contain standards for service learning, an exercise for identifying nearby service opportunities, a sample interdisciplinary planning form, and other information. Contains a 123-item bibliography. (HTH)

ED 379 113 RC 019 811

Kelley, Lance
The Guardian Program for Native Americans: A Historiographic Review.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian History; *Federal Indian Relationship; *Federal Programs; Government Role; Historiography; Oral History; *Ownership; Policy Analysis; Public Policy; Research Needs; *Reservation American Indians;

ED 379 130 RC 019 965

Vernez, Georges
Undocumented Immigration: An Irritant or Significant Problem in U.S.-Mexico Relations? Rand Reprints: Labor & Population Program Reprint Series [illegible]4-18.
PUB DATE- 94
NOTE- 18p.; Reprinted from: The Mexican Labor Migration to the United States of America: A Bilateral Perspective from Mexico. Mexico, Secretaria de Relaciones Exteriores, 1994. p265-274.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Costs; Demography; *Economic Impact; Educational Demand; Federal State Relationship; Foreign Countries; *Immigration; International Relations; *Mexicans; Political Issues; *Public Policy; Social Services; *Undocumented Immigrants
IDENTIFIERS- *California; Mexico; United States

Both the current immigration debate and immigration itself have changed in recent years and require changes in thinking about immigration and the architecture of U.S. immigration laws. In California, which receives about a third of all immigrants, voters and state leaders have shifted from viewing immigration as a net benefit to focusing on the costs of immigration to taxpayers. Contributing to such changing attitudes are the following changes in immigration: (1) a rapid increase in immigration over the last decade; (2) decline in the educational level of immigrants relative to the U.S. population; (3) shift in countries of origin and greater diversity of origins; (4) increasing labor force participation of female immigrants; and (5) increased geographic concentration of immigrants in California, Florida, New York, Illinois, and Texas. In addition, the receiving environment is undergoing such changes as slowing employment growth due to worldwide economic change, the inability or unwillingness of all levels of government to cover increasing costs of health services and effective schooling, government gridlock, and growing income and wage disparities. These concurrent changes have rekindled latent concerns about the costs of sustained large scale immigration. Immigrants make their largest service demand on education, which also represents the largest component of state budgets and a significant portion of local budgets. Five principles are outlined to form a new framework for guiding immigration policies. (SV)

ED 379 131 RC 019 966

DaVanzo, Julie; And Others
Surveying Immigrant Communities: Policy Imperatives and Technical Challenges.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Surveys; Educational Attainment; Educational Demand; Elementary Secondary Education; Higher Education; *Immigrants; Immigration; Language Proficiency; Pilot Projects; Policy Formation; *Public Policy; Questionnaires; *Research Design; Social Services

ED 379 150 SE 055 670

Goertz, Margaret E.
Opportunity To Learn: Instructional Practices in Eighth-Grade Mathematics: Data from the 1990 NAEP Trial State Assessment. CPRE Research Report Series Report #32.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conventional Instruction; Grade 8; *Inservice Teacher Education; Junior High Schools; *Junior High School Students; Mathematics Achievement; *Mathematics Instruction; Mathematics Teachers; Time Management
IDENTIFIERS- *Trial State Assessment (NAEP)

This paper uses data from the 1990 National Assessment of Educational Progress (NAEP) Trial State Assessment to describe educational opportunities for students in eighth-grade mathematics in 1990. The first section of the paper summarizes the methodology used here and in the 1990 NAEP Trial State Assessment. The second section summarizes findings of the study. The final section discusses implications of the findings for national educational policy and highlights a follow-up study using data from the 1992 NAEP Trial State Assessment. Overall, results showed that a majority of eighth-grade students receive mathematics instruction in traditional classrooms; are assigned to classrooms based on their ability; receive between 2.5 and 4 hours of mathematics instruction by teachers who place heavy emphasis on numbers, operations, facts, and concepts; are more likely to do problems from textbooks than to do reports or problems on mathematics; and few regularly use calculators or computers. Further, it appeared that eighth-grade mathematics teachers who have participated in at least 16 hours of in-service training in mathematics or the teaching of mathematics in the last year are more likely to report using non-traditional methods. Appendices include a listing of states participating in the 1990 NAEP Trial State Assessment and sources of supplementary data. Contains 10 references. (MKR)

ED 379 151 SE 055 697

Improving Science and Mathematics Education: A Database and Catalog of Alternative Assessments. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Education; *Mathematics Tests; *Science Education; *Science Tests; *Student Evaluation
IDENTIFIERS- *Alternative Assessment

ED 379 171 SO 023 956

Schechter, Stephen L., Ed.; Bernstein, Richard B., Ed.
New York and the Union: Contributions to the American Constitutional Experience.
PUB DATE- 90
NOTE- 765p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Citizenship Education; *Civil Liberties; *Constitutional History; *Constitutional Law; Higher Education; Policy Formation; Public Policy; Secondary Education; *United States History
IDENTIFIERS- *New York; *United States Constitution

This book provides a detailed account of the role of the state of New York in the history and development of the United States Constitution. The document consists of some 68 essays, in addition to a foreword, editors' introduction, and chronology of bicentennial dates. Part 1, "Origins of Constitutionalism in New York," addresses such subjects as the Dutch influence in New York, the John Peter Zenger case, and the origins of the state of New York itself. Part 2 deals with "New York and the Making of the Constitution, 1787-1788." It touches on the Federalist Papers, the issues behind the drive for a new plan of government, and even the manner in which the state celebrated ratification of the U.S. Constitution. Part 3, "New York Participants in the Making of the Constitution, 1787-1789," describes the roles of such notable personalities as jurist Egbert Benson, New York Governor George Clinton, Alexander Hamilton, and John Jay in developing the Constitution. It also includes essays on the first ladies of New York State during the Constitutional era. Part 4 explores "New York's Contributions to American Constitutional Development." The section recounts the critical roles played by leading New Yorkers including Aaron Burr, Susan B. Anthony, Judge Learned Hand, and President Franklin Roosevelt. (SG)

ED 379 172 SO 024 014

de la Roche, Elisa
Drama, Critical Thinking, and Social Issues.
PUB DATE- Jul 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; *Creativity; *Critical Thinking; Decision Making; *Dramatic Play; Higher Education; *Interpersonal Competence; Pantomime; *Problem Solving; *Social Problems

Drama is a means to develop imagination and empathy. Simulated experiences can affect profoundly one's judgment and understanding, adding insights and expanding the frame of reference. The name game is a good beginning exercise, especially if participants do not know one another. Each player states his or her name and a favorite object that begins with the same letter as the name. In the "mirroring" game, players try to imitate each other's movements. Players may then take turns pretending an object is some new, imaginary item, or finding new ways to use a common item. They may participate in

ED 379 191 SO 024 556

Bobbett, Gordon C.; And Others
The Relationship between High School Music Activities and the College Student's Musical Independence. (How Musically Important Are All-State Band, Concert Festival, Private Lessons, Marching Contests, Etc.?).
PUB DATE- 93
NOTE- 45p.; Paper presented at the Annual Meeting of the National Band Association (Chicago, IL, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bands (Music); College Students; Educational Research; Higher Education; *Music Activities; *Music Education; Secondary Education; Student Characteristics

This paper presents a study attempting to identify and evaluate high school activities that impact instrumental student outcome. High school music activities and their impact on student instrumental outcome from a variety of perspectives were examined. There is a subtle difference between musical independence and musical achievement. Musical achievement represents the mastery of any academic skill related to music, but musical independence is related directly to the actual production and performance of music. The link between knowledge acquisition and knowledge use on performance is the key. Music knowledge may exist without musical independence, but musical independence may not exist without music knowledge. The research at the secondary level on musical independence found identifiable and measurable significant differences between students and programs identified as average and as outstanding instrumental music programs. The student portion of the project noted a positive relationship between high school music activities such as marching contests, concert festival, solo ensemble, solos, other ensembles, and such activities, and the student's musical independence. The band director segment examined the grading procedures that influence students' musicianship and the relationships that exist among demographic data and the band directors' and students' musical independence. Student musical independence and high school activities that impacted it were studied from the postsecondary perspective as well. The findings indicated that participation in all-state band, solo ensemble, concert festival, private lessons, and church or community choir had a positive impact on the students musical independence. The survey instrument is attached. Contains 14 references. (Author/DK)

ED 379 192 SO 024 576

Zeman, Anne; Kelly, Kate
Everything You Need To Know about American History Homework. A Desk Reference for Students and Parents. Scholastic Homework Reference Series.
PUB DATE- Aug 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Grade 4; Grade 5; Grade 6; *History Instruction; Intermediate Grades; *Social Studies; *United States History

ED 379 209 SP 035 628

Mitchem, Sandra Cope; Wojtowicz, G. Greg
Development, Implementation, and Evaluation of an Environmentally-Based Anxiety Reduction Intervention for Fourth Grade Students.
PUB DATE- 13 Sep 94
NOTE- 83p.; Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; At Risk Persons; Educational Strategies; Elementary School Students; *Environmental Education; Grade 4; *Instructional Development; *Instructional Effectiveness; Intermediate Grades; *Intervention; Lesson Plans; *Stress Management; Student Responsibility

The purpose of this project was to develop, implement, and evaluate a simple, teacher-friendly, environmentally-based anxiety reduction intervention for fourth-grade students. Review of related literature indicates that children are often victims of stress due to academic and sociological variables which exist within the school environment. Specifically, researchers have found that fourth-grade students encounter increased academic pressures which may put them at greater risk for stress. The purpose of this project was to develop, implement, and evaluate a simple, teacher-friendly, environmentally based anxiety reduction intervention for fourth-grade students. The intervention, titled Project SESAME (Student Environmental Stewardship Anxiety Management Exercises), contains activities which focus on teaching students about anxiety reduction within the context of environmental stewardship (accepting personal responsibility for environmental protection). The effects of the intervention on 113 students were evaluated by using the Spielberger State-Trait Anxiety Inventory for Children. Results indicated that there may have been a change in student state/trait discrimination capabilities. This outcome may be significant in that stress management interventions for children may need to focus on training participants to distinguish between varied forms of anxiety before the intervention in order that the intervention be effectively implemented and carried to a successful completion. Appended to the document are: (1) originals for overhead transparencies containing information about the intervention and its outcomes; and (2) six lesson plans, including objectives and learning activities. (Contains 20 references.) (Author/JDD)

ED 379 210 SP 035 639

Kershaw, Annie
Teachers Assessment of the Agenda and the Organization of Staff Development Programs as Suggested in Current Research.
PUB DATE- 22 Jan 95
NOTE- 19p.; Some pages contain very small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Inservice Teacher Education; Literature Reviews; *Participative Decision Making; Secondary School Teachers;

ED 379 227 SP 035 728

Duke, Daniel L.; And Others
Journeys of Discovery: Promoting Teacher Professional Growth in Washington State.
SPONS. AGENCY- National Education Association, Washington, D.C.
PUB DATE- 94
NOTE- 97p.; Funding also received from the Olympic UniServ Council.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Case Studies; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Financial Support; Media Specialists; Personal Narratives; Principals; Program Effectiveness; School Districts; Secondary School Teachers; State Programs; Statewide Planning; *Teacher Attitudes; Teacher Characteristics; *Teacher Evaluation; *Teaching Experience
IDENTIFIERS- *Washington

This report presents the results of a study of the effects of Washington State's Professional Growth Option (PGO), a state regulation that requires schools districts to plan and implement programs for teacher professional development. Section 1 describes the study which was conducted by teachers who interviewed 23 teachers representing different school systems. Each was interviewed three times over the course of the 1992-93 school year. Four of the districts represented had participated in state-funded pilot projects and had experimented with PGO's for 6 years. The other districts were in their first, second, or third year of the new system. The study also included interviews with the teacher's supervising principals. Section 2 profiles the 23 teachers, their attributes, their school districts, new teacher evaluation policies adopted by their districts, their professional growth goals under the new PGO, the resources available to them, challenges encountered while working on their goals, and their perceptions of the impact of the new system on students and themselves. Section 3 offers case studies of five educators which convey the richness of the professional growth experience. Section 4 presents data on how the principals perceive the PGO. Section 5 offers recommendations for growth. (JB)

ED 379 228 SP 035 729

Marso, Ronald N.; Pigge, Fred L.
Personal and Family Characteristics Associated with Reasons Given by Teacher Candidates for Becoming Teachers in the 1990's: Implications for the Recruitment of Teachers.
PUB DATE- 15 Oct 94
NOTE- 17p.; Paper presented at the Annual Conference of the Midwestern Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Education Majors; Elementary Secondary Education; *Family Characteristics; Family Influence; Higher Education; Preservice Teacher Education; Social Influences; Special Education; Student Attitudes; *Student

arts, with the following major articles: "Literature in the Multicultural Classroom" (Linda Brug); "'A Challenging Program for Every Student in Every School': A Conversation with Cathy Barkett"; "Educational Reforms, Values, and Gifted Students" (James Gallagher); "Storytelling, Developing the Movie Screen of the Mind" (Dale Bulla); "A British Kid's Reading List"; "Poetry Pot" (Elaine Wiener); "Philosophy: The International Language" (Jerry Chris); "Alternative Assessment Strategies in Language Arts" (Joan Jacobs); and "TechNet: Dynamic Connections at the Junior High--Using the AT&T Learning Network" (Terrie Gray). The third issue is on identification. Articles include: "We Know They Are Out There--Finding the Gifted Among Hispanic Students" (Pat Phelan); "Reexamining the Foundations of Giftedness" (Richard W. Ronvik); "The Raven Progressive Matrices: A Key to Successful Identification" (Marcia DiJiosia); "Identification of Gifted Talented Students: Transition in Texas" (Jeanette Covington); and "Traditional Identification: Elitist, Racist, Sexist? New Evidence" (Aleene B. Nielson). The fourth issue focuses on the primary gifted child in these articles: "Note-Taking: The Real Secret to Research for Primary GATE Children" (Elaine Wiener); "Managing a Gifted Primary Class" (Nancy Phillips); "Young Gifted Readers" (M. Gail Hickey); and "'A Grand Adventure' A Conversation with Margaret Gosfield." The final issue is on the emotional needs of the gifted and includes: "Painting Visions of the Future: Where Does Gifted Education Fit In?" (Karen Rogers); "The IQ Controversy and the Gifted" (Abe Tannenbaum); "How To Live Successfully with Your Gifted Youngster" (Judy Roseberry); "Parents and Professionals as Partners: A Psychologist's View" (Nancy M. Robinson); "Educating African-American Gifted Students" (Elinor Ruth Smith); "Understanding Intensity in Gifted Children" (Sharon Lind); "Something To Consider Before Referring a Gifted Child for ADD/ADHD Evaluation" (Sharon Lind); and "Helping Gifted Students with Stress Management" (Leslie S. Kaplan). (DB)

ED 378 783 EC 303 797

Ellis, William; Cramer, Shirley C.
Learning Disabilities: A National Responsibility. Report of the Summit on Learning Disabilities (Washington, D.C., September 20-21, 1994).
PUB DATE- Feb 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Agency Cooperation; *Early Intervention; Elementary Secondary Education; Familiarity; Financial Support; *Government Role; Knowledge Level; *Learning Disabilities; Preschool Education; Public Opinion; *Public Policy; *Social Responsibility; *Teacher Education

This report contains in summary format the recommendations from a 2-day summit on the nation's responsibility in relation to individuals with learning disabilities. The report contends that a national summit on learning disabilities was needed because of such factors as the large number of people affected by learning disabilities, the plethora of interventions needing to be validated, the need for dissemination of scientific progress, the need for collaboration between public and private agencies, the historic precedence set by the last summit in 1987, the need for a vehicle for looking to the future, and the evidence that outcomes for people with learning disabilities are unfavorable. The goal of the summit was to provide a comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. Contains three references. (CK)

ED 378 804 FL 022 584

Ingram, D. E.
Languages in Primary School Education: Towards Equity for Australia and Australians.
PUB DATE- Oct 94
NOTE- 24p.; Paper presented at the Biennial Meeting of the National Languages Conferences of the Australian Federation of Modern Language Teachers Associations on Equity in Languages Other than English (Perth, Western Australia, Australia, October 1-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civics; Civil Liberties; *Cultural Pluralism; Elementary Education; *FLES; Foreign Countries; *International Relations; *Second Language Programs; *Second Languages; Social Values
IDENTIFIERS- *Australia

The value of foreign language education at the elementary school level for Australia is discussed from two perspectives: its contribution to tolerance of cultural diversity within Australian society and its contribution to Australia's role in the global society. Reference is made to a variety of studies and commission reports. First, the relationship between language and human rights in general is examined, including recent Australian legislative and organizational initiatives and the principles underlying a recently-developed universal declaration of language rights. The role of civics education in a culturally diverse society is also considered. International relations and international trade are then discussed, and it is concluded that if Australia and Australians are to enjoy equity as they compete for world markets, it is essential that many more people attain high skill levels in a variety of languages and better use be made of existing skills in the community. Implications for determining language priorities, establishing policy concerning cultural diversity, fostering favorable cultural attitudes, providing quality instruction, meeting business and industry needs, and promoting community awareness are outlined. Contains 21 references. (MSE)

ED 378 805 FL 022 594

Kottler, Ellen
Children with Limited English: Teaching Strategies for the Regular Classroom. Survival Skills for Teachers Series.
PUB DATE- 94
NOTE- 75p.
LANGUAGE- English

to learn Irish. Demand for change appears to come from minority groups with different viewpoints. Teachers are among the groups most proficient in Irish, most favorably disposed to it, and most likely to use it often. They also feel students with low academic or language ability should not be required to learn Irish. A new curriculum is desired. Students and young adults based their judgments on the perceived utility of the language. (MSE)

ED 378 825 FL 022 744

Silva, Rosangela Souto
A Cross-Cultural Study of Implicatures in Brazilian TV Commercials.
PUB DATE- 94
NOTE- 36p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (8th, Urbana, IL, March 31-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; College Students; *Commercial Television; *Cross Cultural Studies; Discourse Analysis; Foreign Countries; Higher Education; Language Patterns; Language Research; *Listening Comprehension; Native Speakers; *Portuguese; Second Language Learning; Semantics
IDENTIFIERS- *Brazil; *Implicatures

A study investigated the extent to which native speakers (NSs) and non-native speakers (NNSs) of Portuguese understand implicatures in Brazilian television commercials in Portuguese. Subjects were nine Brazilian graduate students and 11 American students of Portuguese at the University of Illinois at Urbana/Champaign. Correct inference of the implicatures was measured by a multiple-choice test, followed by an oral interview. Results revealed that the NSs' interpretation of implicatures was very uniform, with an average of correct answers (93.3 percent). Conversely, the performance of the NNSs varied, with an average of 47.3 percent correct answers. This was found to be true even in cases in which the implicatures in Brazilian Portuguese operated the same as in American English. Analysis of the data suggest that each case of successful inference requires some specific knowledge that may not be equally shared among NSs and NNSs. It is recommended that the pragmatic competence of American learners of Portuguese be addressed in language instruction. (MSE)

ED 378 826 FL 022 745

Elton, Maurice G. A.
The World of Business and Commerce as Seen by French Literary Authors.
PUB DATE- Nov 94
NOTE- 8p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (28th, Atlanta, GA, November 18-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Business Administration; Drama; *French; *French Literature; Industry; Literature Appreciation; Novels; Second Language Instruction; *Second Languages; *Social Values
IDENTIFIERS- Augier (Emile); Balzac (Honore de); Becque (Henri);

these topics: communication in the workplace; communicating by speaking and listening; communicating by reading and writing; cultural issues; problem-solving in the workplace; and language and training. Materials in each module include presenter's notes, a list of related publications, specific learning outcomes and performance criteria, assessment suggestions, and a series of class activities. For each activity, recommended procedures for the instructor, related resource sheets (appended to each module) or other recommended resources, and approximate time requirements are specified. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 378 845 FL 800 856

Mulhern, Margaret; And Others
Family Literacy for Language Minority Families: Issues for Program Implementation. NCBE Program Information Guide Series, No. 17.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; Curriculum Design; *English (Second Language); *Family Involvement; *Family Programs; Family Role; Language of Instruction; *Limited English Speaking; *Literacy Education; Program Descriptions; Program Design; Program Development; Program Evaluation; Spanish Speaking
IDENTIFIERS- *Family English Literacy

Considerations in designing and implementing family literacy programs for the limited-English-speaking population are examined and some solutions are illustrated in one federally-funded program for Latino families, Project FLAME (Family Literacy: Aprendiendo, Mejorando, Educando/Learning, Bettering, Educating). An introductory section looks at the family's role in children's learning and barriers to family involvement in education. Family literacy programs are seen as a means of forging closer ties between homes and schools. Project FLAME, which emphasizes the role of parents as teachers, is then described. A discussion of program development looks at these considerations: taking the appropriate first steps; determining the location and scheduling of classes; curriculum design; language of instruction; selecting instructional materials; staffing; maintenance of attendance and involvement; and program evaluation. A Project FLAME model lesson plan and a list of resource organizations are appended. Contains 29 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 378 846 FL 800 858

Quintero, Elizabeth
Valuing Diversity in the Multicultural Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 4p.; Adapted, with permission, from "Immigrant Learners and Their Families: Literacy to Connect the Generations."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Administration; *Educational Trends; Futures (of Society); Higher Education; Leadership; Leadership Training; *National Surveys; Orientation; Program Design; Program Improvement; Teaching Methods; Trend Analysis; Universities
IDENTIFIERS- *Educational Leadership

This study sought to determine the current status of programs in universities in the United States that offer doctoral degrees in education administration/leadership and to identify recent trends in educational leadership programming. The 127 institutions (of 194 invited to participate) responded to a survey and provided data on admissions criteria, orientation activities, instructional delivery patterns, and program exit criteria. A summary profile describing the typical doctoral degree program in educational administration/leadership was developed using this baseline data. The average doctoral program admits 18 student annually and requires an admission profile that includes the following: a minimum score of 1000 on the verbal and quantitative subtests of the Graduate Record Examination, an undergraduate grade point average (GPA) of 3.00, a graduate GPA of approximately 3.23, a writing sample that includes an essay with a personal statement of goals, and a personal interview. Though doctoral programs bear a strong resemblance to each other and generally follow traditional lines, the study found evidence of new practices such as portfolios, mentors, internships, field-based programs, and technology, as well as a trend in program restructuring and redesign. The comprehensive examination and dissertation continue to be the primary requirements for exiting the doctoral program. Twenty institutions reported that they had recently completed or were planning program redesigns. (Contains 17 references.) (JB)

ED 378 864 HE 028 012

Lanzerotti, Rachel, Ed.; And Others
Directory of Graduate Student Employee Bargaining Agents and Organizations.
PUB DATE- 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Collective Bargaining; Directories; *Graduate Students; Higher Education; Labor Relations; Negotiation Agreements; Program Descriptions; Research Assistants; Student College Relationship; Teaching Assistants; *Unions
IDENTIFIERS- Graduate Research Assistants; Institutional History

This publication, written partly in response to increased interest in collective bargaining among graduate student workers, is a directory of recognized graduate employee labor organizations and other student organizations not yet recognized as bargaining agents. Section 1 contains entries on recognized collective bargaining agents organized by state including information on unit size, membership, union organization, and contract highlights as well as address, telephone number, and electronic mail address. Each entry also includes a concise history of the union. The directory includes all recognized graduate employee labor organizations in the United States only. The second section is comprised of entries provided by organizations that have not been recognized as collective bargaining agents. These range from union-affiliated organizations that have attempted or are in the process of pursuing recognition, or graduate student organizations that learning; frolic and celebration in the academy; grading and growth; curriculum boundaries and methodologies; certainty and doubt; scholarly style; scholarly ethos; pedagogical interaction; learning and social responsibility; power and credibility; the academy as neighbor and citizen; governance as communal responsibility; and policy study. Each chapter contains a list of references. (MDM)

ED 378 885   HE 028 034

Federal Financial Aid Institutional Eligibility: A President's Guide to Federal Compliance Responsibilities.
SPONS. AGENCY- American Council on Education, Washington, D.C.
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audits (Verification); *Eligibility; Federal Legislation; *Federal Programs; *Federal Regulation; Government Role; Grants; Higher Education; *Institutional Evaluation; *Institutional Role; Program Descriptions; State Regulation; *Student Financial Aid; Student Loan Programs; Vocational Education
IDENTIFIERS- Higher Education Act Amendments 1992; Higher Education Act Title IV; *State Postsecondary Review Entities

This booklet outlines the steps that postsecondary institutions must take to maintain their eligibility for federal student financial aid, discussing state and federal review requirements and the role of the State Postsecondary Review Entity (SPRE) Program. It reviews the compliance requirements for institutions utilizing Title IV federal financial aid programs (such as Pell Grant, Perkins Loan, and work-study programs) and the conditions that may trigger a state review of an institution's eligibility. Seven new regulations were promulgated by the 1992 Higher Education Act Amendments, governing annual audit requirements, financial standards, 4-year reviews, restrictions for institutions with vocational programs, reporting requirements for branch campuses, program length, and satisfactory academic progress. The booklet also describes the SPRE Program, a new federal-state partnership for the review of institutions that show signs of abuse of Title IV programs. An appendix lists the designated SPREs for all 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. (MDM)

ED 378 886   HE 028 035

Geographic Origins of Students, Fall 1993, Volumes I-III. Report Number 2-94.
PUB DATE- Jun 94
NOTE- 1,869p.
LANGUAGE- English
EDRS Price- MF16/PC75 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; College Students; College Transfer Students; *Enrollment; Graduate Study; Higher Education; *In State Students; *Out of State Students; Part Time Students; *Place of Residence; Residential Patterns; School Demography; *School Statistics; School Surveys; State Universities;

Layoff; Organizational Communication; Outplacement Services (Employment); Personnel Policy; Planning; Program Termination; *Reduction in Force; *Retrenchment

This book approaches college and university budget reduction mandates as an opportunity to reexamine and recast outdated, inefficient processes and to increase administrative effectiveness and efficiency in supporting the academic missions of teaching and research. The book uses a road-map metaphor to tell the downsizing story and to advance the notion that downsizing can be approached like a journey. The chapters are titled: (1) "Planning the Plan: Drawing the Map"; (2) "The Budget: Reading the Roadmap"; (3) "Effective Communication: A Two-Way Street"; (4) "Contracting Out: Deciding Whether to Lease or Own"; (5) "Managing Benefits Costs: Maneuvering a Tight Turn"; (6) "Managing Risk: Assessing Insurance Options"; (7) "Reduction Alternatives: A Multiforked Road"; (8) "Programs and Policies: Yielding Right of Way to Laid-off Staff"; (9) "Early Retirement: Respecting Where You've Come From"; (10) "Retaining the Institution's Multicultural Character: Many Routes to the Right Place"; (11) "Flexible Work: How To Turn Detours into Shortcuts"; (12) "Commitment through Work Redesign: Rebuilding the Roads and Bridges"; (13) "Downsizing Human Resources: Mapping Your Own Course"; (14) "Monitoring and Reporting: Checking the Landmarks Against the Map"; and (15) "Old Contract/New Contract: Changes on the Road to Reduction." Appendixes contain a sample early retirement agreement and a salary and benefit cost reduction management guide. (JB)

ED 378 904 HE 028 055

National Faculty Salary Survey by Discipline and Rank in Public Colleges and Universities, 1993-1994.
PUB DATE- 94
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Comparative Analysis; Departments; Educational Trends; Employment Patterns; Higher Education; Intellectual Disciplines; *National Surveys; *Public Colleges; Tables (Data); *Teacher Salaries
IDENTIFIERS- *National Faculty Salary Survey

This volume presents data from the 13th annual survey of faculty salaries by discipline and rank in the nation's public colleges and universities. Three hundred and seven institutions participated in the survey. Data are presented by disciplines and major field and for both institutions with and without collective bargaining. A final table presents discipline averages in all major fields. A comparison of increases in annual overall salary averages for all institutions over the past 7 years found that average salary for all ranks had increased from $32,980 to $45,951. Other highlights included the following: (1) engineering led the salary survey in overall average salaries at $57,396, (2) 22 of the 55 disciplines had average salaries above the overall average, (3) 38 of the 55 disciplines/major fields had at least one faulty member's salary of $100,000 or more for the 9-10 month academic year, (4) the highest salary was a professor earning $182,130 in mathematics, (5) the disciplines with the lowest percentages at the professor rank were health professions (nursing, physical therapy, and occupational therapy) and library and archival sciences, and (6) the disciplines with the highest percentages of new assistant professors were protective services, and

Universities; *Student Attitudes; Student Characteristics; Supervision
IDENTIFIERS- *Marshall University WV; *Preservice Teachers

With the growing interest in leadership in teachers and in the debate over whether teacher education programs should foster leadership qualities, this study assessed how senior students enrolled in the College of Education at Marshall University (West Virginia) perceived their own leadership skills. Participants were a random sample of 170 students from a population of 300 enrolled in the summer semester of 1993. Usable data from a mailed questionnaire were received from 119 students. The instrument solicited demographic information, responses to 40 leadership skill statements, and information on the respondent's leadership activities and organizational involvements. Analysis found that 114 of the participants were white, that 79 percent were female, and that 62 percent worked 11-40 hours per week while attending school. Participants appeared to perceive themselves to have greater leadership skills in management of self and understanding others. Statements with the lowest ratings were in the categories of communications, motivating others, inspirational ability, and decision making. These low ratings suggests that communication skills are often too narrowly defined as merely writing and speaking. Except for gender, no other demographic characteristics explained variance. (Contains 26 references.) (JB)

ED 378 923 HE 028 096

Nightingale, Peggy; O'Neil, Mike
Achieving Quality Learning in Higher Education.
PUB DATE- 94
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accountability; Action Research; College Faculty; College Outcomes Assessment; College Students; Educational Assessment; *Educational Quality; Experiential Learning; Faculty Development; Foreign Countries; Government Role; Government School Relationship; *Higher Education; *Learning; Organizational Change; Politics of Education; Student Attitudes; Teacher Attitudes; *Total Quality Management; Universities
IDENTIFIERS- Academic Community; Australia; Nottingham Trent University (England); Queensland University of Technology (Australia); South Bank University (England); Teesside Polytechnic (England); United Kingdom; University of London (England); University of Queensland (Australia)

This volume on quality learning in higher education discusses issues of good practice particularly action learning and Total Quality Management (TQM)-type strategies and illustrates them with seven case studies in Australia and the United Kingdom. Chapter 1 discusses issues and problems in defining quality in higher education. Chapter 2 looks at demands for quality assurances from outside agencies, particularly governments and discusses in particular the experiences in Australia and the United Kingdom. The case study is "An Institution Responds to CQAHE" (Douglas Porter). CQAHE is the Australian government's Committee for Quality Assurance in Higher Education. Chapter 3 details challenges to higher education under current social and political conditions. The case study is "Developing Learning Agents" (Gus Pennington). Chapter 4 investigates the characteristics of quality learning. The case study is

Entrance Examination Board and one completed by the Council of Independent Colleges (CIC) members, developed by CAUSE, the national association for the management of information in higher education. The questionnaire was completed by 119 members, a response rate of 38.3%. Findings indicated that senior academic officers appear to be in pivotal positions regarding the possible integration of educational computing, administrative computing, and library information. Eighty-one percent of respondents had a campus strategic plan, and 47 percent had an information technology plan, but few campuses link the two. Investments in information technology represented a significant part of members' discretionary revenue, but members typically invested less than 2% of educational and general budgets in computing and less than 3% in libraries. CIC colleges compared well to other independent colleges and very well to public institutions with respect to information technology, but they were less likely to be connected to the Internet. Few campuses had the latest in high-end facilities. Thirty-eight figures (graphs) present survey findings. An appendix discusses survey responses. (SLD)

ED 378 943 IR 016 946

Newell, Peter R.
Teaching with Technology: A Proposal for Using Amateur Radio in the Classroom.
PUB DATE- Dec 94
NOTE- 29p.; Adapted from a paper submitted in partial fulfillment of class requirements for VTE 500, Contemporary Concepts in Vocational-Technical Education, Spring 1994, and published in the 1994 American Radio Relay League National Educational Workshop proceedings.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication (Thought Transfer); Educational Innovation; *Educational Radio; Educational Technology; Elementary Secondary Education; Interdisciplinary Approach; Language Arts; Self Esteem; *Student Motivation; *Teaching Methods; *Vocational Education
IDENTIFIERS- *Ham Radio

Amateur radio is a technology and activity that offers great potential when integrated into academic or vocational curricula. Programs with electrical, electronics, and electromechanical content can benefit from the use of amateur radio, and can also enhance language and communications skills. The biggest value of amateur radio may lie in its ability to enhance a student's motivation and self-esteem. In addition to its specific vocational and technical applications, amateur radio can assist in teaching basic skills and in reducing the isolation of students and teachers as it promotes interdisciplinary education and cultural awareness. Amateur radio is distinctly different from citizens band, as it is a noncommercial service. Ham operators do not need an electronics background, although technical knowledge and skills are helpful. Several examples of the educational use of amateur radio illustrate its potential for academic and vocational education. (Contains 23 references.) (SLD)

ED 378 944 IR 016 948

Howley, Aimee A.; Pendarvis, Edwina D.
West Virginia Teachers' Telecommunications Needs and Preferences:

NOTE- 19p.; From a presentation given at the League for Innovation in Community College, November 11, 1994. Some figures and tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Animation; Computer Graphics; Computer Networks; *Computer Storage Devices; *Data Collection; Data Processing; Floppy Disks; *Information Storage; *Optical Data Disks; Optical Disks; Specifications; *Standards
IDENTIFIERS- Access Time; Constant Angular Velocity; Constant Linear Velocity; Data Storage Capacity; Data Transfer Rate; Hard Drives; Multimedia Technology

This guide provides information on many aspects of CD-ROM development. Storage requirements of multimedia applications such as graphic images, audio, video, and animation are provided in section one. Storage capacity, transfer rate, and access time are the three criteria used to judge various storage media. In section two, specifications for these criteria are given for floppy disks, hard drives, network delivery, removable media, laser discs, and CD-ROMs. The following aspects of CD-ROM technology are discussed in section three: How do CD-ROMs work?, and How is data read from and organized on CD-ROMs? A discussion on constant angular velocity (CAV), constant linear velocity (CLV), and data layout of CD-ROMs is also included. Section four provides information on CD-ROM standards, including physical level standards (Red Book, Yellow Book, Green Book, Orange Book, and White Book) and logical level standards (High Sierra, ISO-9660). Hardware and software requirements for CD-recordability are outlined in section five. CD-recordable process steps include: (1) preparing the data and applications; (2) premastering; and (3) mastering. (MAS)

ED 378 963 IR 017 026

Ivers, Karen S.; Barron, Ann E.
Teaching Telecommunications: A Comparison between Video and Computer-Based Instruction.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement; Comparative Analysis; *Computer Assisted Instruction; *Educational Television; *Electronic Mail; Evaluation Methods; Higher Education; *Instructional Effectiveness; *Preservice Teacher Education; Pretests Posttests; Teaching Methods; Transfer of Training; *Videotape Recordings
IDENTIFIERS- Preference Data

This paper examines two different delivery methods, video and computer-based instruction (CBI) for instructing preservice teachers in the use of an electronic mail system, FIRNMAIL. Three questions were asked about students who were taught FIRNMAIL through a video presentation and those taught through an interactive, computer-based simulation (CBI): (1) Is there a difference in the mean achievement gains on a writing post-test? (2) Is there a difference in students' perception of instruction? (3) Is there a difference in the mean near-transfer performance? Twenty-four students were randomly

Cultural Background; *Curriculum Development; *Educational Resources; *Multicultural Education; *Nonprint Media; United States History
IDENTIFIERS- African Americans

The face of America is changing rapidly, and this guide helps meet the increasing need for information about our multiethnic populace. Classic and contemporary resources in African American history, from 1883 to the present, are annotated and discussed. When available, reprint information is provided for classic resources. A variety of resources are highlighted, including collections of primary documents, historical photographic books, traveling exhibits, and videotapes. The objective is to inspire the researcher to move beyond the prevailing stereotypes of African Americans found in standard print and electronic media. Six chapters are arranged by genre and historical period as follows: reference books; collective biography and genealogy; historiographical works; general historical surveys; and historical works by chronological period, from slavery to reconstruction. The annotations are designed to provide enough detailed information to help in curriculum material inclusion decisions, and include bibliographic entry; scope and purpose of work; number and arrangement of chapters (when appropriate); usefulness of work; comparison with similar works; unique contributions; audience level; and special features. (Contains 14 references.) (MAS)

ED 378 984 IR 055 384

Crawford, Walt; Gorman, Michael
Future Libraries: Dreams, Madness, & Reality.
PUB DATE- 95
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Networks; Electronic Publishing; Futures (of Society); Information Networks; *Information Technology; *Library Administration; *Library Expenditures; Library Facilities; *Library Planning; Library Policy; *Library Role; Library Services; Nonprint Media; Printed Materials; Serials; *Technological Advancement
IDENTIFIERS- *Virtual Libraries

Policymakers and library administrators are being drawn to the idea of the "virtual library" and the "library without walls," the webs of electronic resources that supposedly will displace books, physical libraries, and most library staff, and are believing the virtual library to be imminent, adequate, and cost-effective. This book describes the virtualists and offers a counter-argument to "technolust," which assumes that every new technological improvement is worthwhile. Librarians are shown how they can embrace advanced technologies while retaining their libraries' role as service-oriented repositories of all formats of organized information and knowledge. Evidence is presented for the continuing value of books and print collections among diverse media, the electronic publishing industry and its illusions are targeted, a "survival guide to the serials crisis" is offered, and the economics of collections and access are analyzed. (Contains 74 references.) (MAS)

ED 378 985 IR 055 385

Bessler, Joanne M.

collaborations. Bulgarian libraries suffer from inexperience in democracy, priority setting, management, and implementation, but are receptive to reorganization at all levels, and ready for reform, modernization, and leadership. The issue of decentralization and centralized library programs is complicated, but the past three years suggest that decentralization would be detrimental to progress and advancement. The most significant problems are: a lag in development of libraries and the profession; gaps and uneven levels of knowledge and expertise within the profession; nonexistent material resources; and lack of English-speaking librarians to absorb available information. Recommendations are made for the reintroduction of a national preservation program. (MAS)

ED 379 004 IR 055 418

Varlejs, Jana, Ed.
The Economics of Information in the 1990s. Proceedings of the Annual Symposium of the Graduate Alumni and Faculty of the Rutgers School of Communication, Information and Library Studies (31st, New Brunswick, New Jersey, April 15, 1994).
PUB DATE- 95
NOTE- 93p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Access to Information; Annotated Bibliographies; *Economic Impact; *Economics; *Electronics; Government Publications; *Information Dissemination; *Information Storage; Information Systems; *Information Technology; Library Automation; Resource Allocation; Socioeconomic Influences; Writing for Publication
IDENTIFIERS- Government Information; Library Operations; Market Analysis; Market Profiles; Scholarly Writing

While the rapid evolution of electronic technology has made possible stunning advances in access to information, the price of adopting new systems and formats has forced major changes in how libraries allocate their resources. The 31st symposium of the graduate alumni and faculty of Rutgers School of Communication, Information and Library Studies addressed the impact of technology on the economics of producing, storing, and disseminating information, and, perhaps, the survival of libraries. Papers presented include: "Introduction: The Economics of Information Revisited" (Jana Varlejs); "Information Storage in Academic Libraries: Changing Fundamentals" (Malcolm Getz); "What Bang for the Buck: Costs and Beneficial Impacts of Library Operations" (Paul B. Kantor); "Changing Technology and Changing Markets: A Scholarly Publishing Perspective" (Janet D. Bailey); "The Government Information Market" (James P. Love); and "Costs and Values: The Politics of Economics" (Arthur Curley). A transcript from the panel and audience discussion is provided. A 65-item annotated bibliography offers leads to further discussion aspects of economics of information. (MAS)

ED 379 005 IR 055 419

Kuhlthau, Carol Collier, Ed.
Assessment and the School Library Media Center.
PUB DATE- 94
NOTE- 152p.
LANGUAGE- English

Colleges; Two Year College Students
IDENTIFIERS- *Mississippi

Community colleges are a primary mechanism for postsecondary occupational programs in Mississippi, with over 60% of the state's high school graduates who attend college attending community colleges. This report presents statistical data about the state's community colleges for 1993-94. The first section provides a list of board members and staff, a directory of community and junior colleges in the state, a map of the college districts, a schedule of the board of trustees meetings, and a brief foreword. The second section focuses on enrollment, including 5-year enrollment trends, 1989-1993; credit and total enrollment by institution by campus for fall 1993; non-credit enrollment by college; percentages of in-district/out-of-district residency status by college; credit enrollment by county; and credit enrollment by race by college. The third section highlights system finances, including a comparison of revenue by source and expenditure by program, county tax support, student fees, education and general expenditures by function and object, auxiliary enterprise revenues and expenditures, and expenditures per full time equivalent student by function. The final section features data on program completions by sex and race, percentage of program completions by race, academic faculty salaries, faculty average salary versus regional average salary, the 1994 learning resources survey, dormitory utilization, and transportation services. (MAB)

ED 379 022 JC 950 098

Fall Enrollment Report, 1994. Mississippi Public Community and Junior Colleges.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; Full Time Equivalency; Majors (Students); Noncredit Courses; Public Colleges; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Mississippi

This statistical report offers statewide and college-by-college data on headcount enrollment at Mississippi's public community and junior colleges, focusing primarily on fall 1994. The 11 tables in the report cover: (1) 5-year (fall 1990-fall 1994) headcount enrollment trends by curriculum for full- and part-time students; (2) a line graph of the 5-year headcount enrollment trends; (3) total full- and part-time headcount in academic, technical, and vocational curricula by college by campus in fall 1993 and fall 1994; (4) total credit full- and part-time headcount in each curriculum in fall 1993 and fall 1994; (5) non-credit headcount enrollment by program (e.g., adult basic education, general equivalent diploma, Job Training Partnership Act, and literacy) by college in fall 1993 and fall 1994; (6) credit headcount enrollment by race (or resident alien status) by college in fall 1994; (7) total credit headcount enrollment in each college by Mississippi County in fall 1994; (8) credit headcount enrollment by student in-state or out-of-state residence status, 1987-1994; (9) student residence status (i.e., in-district, out-of-district, out-of-state, or out-of-country) by college in fall 1994; (10) utilization of men's and women's dormitories by college for fall 1994, including information on the capacity and occupancy

(150)
DESCRIPTORS- *Academic Education; *Articulation (Education); *College School Cooperation; Community Colleges; Curriculum Development; Education Work Relationship; High Schools; Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- Springfield Technical Community College MA

Springfield Technical Community College was the first college in Western Massachusetts to establish formal 2 2 articulation agreements with area high schools. As of September 1994, the college had signed a total of 65 individual agreements with 19 schools relating to 18 different associate degree programs. There are many benefits of curriculum articulation but most importantly it produces more graduates, with higher-level skills, and clearer goals. The first phase of articulation includes exploration of possibilities with secondary schools, exchange of visits between institutions, the development of recommended terms for an articulation, approval and formal signing of the agreement. The second phase includes program promotion, student application for credit, and periodic agreement review. A typical articulation specifies: (1) specific courses articulated and total number of credits awarded; (2) a competency level for the awarding of credit; (3) complementary course work that might be required; (4) recommended courses for optimal preparation; (5) each institution's commitment to some variety of promotional activity; (6) encouragement of students to take College English/Math Placement tests in the spring of senior year; (7) an agreement to meet annually to review, refine, or expand the agreement; and (8) recommendations reflecting particular interests or priorities in given fields (e.g., invitations to various departmental or campus activities). Appendixes include sample articulation agreements. (KP)

ED 379 040 JC 950 119

Lewis, Karron G., Ed.
The Journal of Staff, Program, & Organizational Development, Volume 11. Spring 1993-Spring 1994.
PUB DATE- 94
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Educational Quality; Faculty College Relationship; *Faculty Development; Higher Education; Inservice Teacher Education; *Organizational Development; Professional Development; Program Development; School Holding Power; *Staff Development; Two Year Colleges

These four issues of "The Journal of Staff, Program, and Organization Development" contain the following articles: "Faculty Developers: Are They Giving Away the X-Rays?" by Neil D. Fleming; "Alliances for Change: A Procedure for Improving Teaching through Conversations with Learners and Partnerships with Colleagues," by Richard G. Tiberius, and others; "Beyond Boxes: A More Positive and Productive Way of Understanding People," by Joyce G. Sibley; "An Integrated Systems Approach in Support of Institutional Effectivenss: The Roles of Staff & Organization Development and Institutional Research," by Margaret Gratton and Dan Walleri; "Appraisal of Faculty: Designing a System from Scratch," by Marshal Olp, and others; "Paid Professional Leaves: Policies and Practices in Texas Community Colleges" (Enrique Solis; and others); "The Department Chairperson: The Confessions of a Researcher Turned Practitioner," by John P. Murray; "Teaching Assistant Training provincial and territorial IYF offices; (2) family trends and policies in Canada presented in the book, "Canada's Changing Families: Challenges to Public Policy," edited by Maureen Baker; (3) excerpts of "Profiling Canada's Families: 1994 and Beyond," a detailed and comprehensive fact book of family statistics and analysis; and (4) "Inventory of Family-Supportive Policies and Programs in Federal, Provincial, and Territorial Jurisdictions," a catalog of Canadian family programs and policies. Shorter articles discuss spousal assault in rural areas, no-fault divorce, parent-adolescent relations, and review 13 books covering family issues. A French language edition of the newsletter is included. (MDM)

ED 379 058 PS 022 218

Chandler, Phyllis A.
A Place for Me: Including Children with Special Needs in Early Care and Education Settings.
PUB DATE- 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Disabilities; *Early Childhood Education; Influences; Peer Relationship; *Special Needs Students; Student Needs; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Attitudes toward Disabled

For integration of special needs students to succeed, teachers and caregivers must be aware of the challenges inclusion can present, and engage in thoughtful planning and follow-through. This book provides information and support for early childhood staff with special needs children in their classrooms. The introduction describes the child with special needs and why this child is in a regular class. The second chapter addresses dealing with teacher's feelings about persons with special needs, while the third chapter suggests areas in need of consideration when preparing oneself and the physical environment to accommodate such children. The child with special needs and ways to assist with integration are discussed in chapter 4, while techniques that the staff can use to encourage acceptance and understanding of children with special needs by children with typical needs are suggested in chapter 5. Chapters 6 and 7 outline, respectively, working with parents of both groups of children and working with other service agencies. Names of organizations; suppliers of relevant publications and materials; and publications, children's books, recordings and videos are listed in the resource section of the book. (BAC)

ED 379 059 PS 022 487

Mehler, Jacques; Dupoux, Emmanuel
What Infants Know: The New Cognitive Science of Early Development.
PUB DATE- 94
NOTE- 212p.; Translated by Patsy Southgate.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Factors; Social Agencies; Social Work; Social Workers
IDENTIFIERS- England (London); *Placement (Foster Care)

This book presents a case study of the introduction of a new policy of 'racial matching' in foster care, the matching of foster child and family on the basis of culture and race, and reviews the policy's implications for the recruitment of black foster caregivers. The report describes how the issue arose on the social work agenda, and how it was approached within one London borough. Chapter 1 provides an introduction to the new policy of racial matching. Chapter 2 discusses methodological and ethical issues. Chapter 3 describes how the new ideas gained prominence in social work thinking. Chapter 4 presents an overview of developments London-wide as reported in a postal survey of principal fostering officers. Chapters 5 and 6 examine the evolution of policy with the borough fostering team, based on interviews with workers and an analysis of team meeting minutes. Chapter 7 describes the recruitment campaign that was the focus of the study. Chapter 8 examines changing ideas about applicants' suitability within a model of cultural diversity, and chapter 9 examines issues relating to professionalism and the acquisition of intercultural skills. Chapter 10 looks at different interpretations of the concepts of 'public' and 'private', and chapters 11, 12, and 13 describe two innovative approaches to assessment--the introduction of group training and assessment, and joint assessment visits with a black foster parent co-worker. Chapter 14 explores the study's findings within the broader context of sociopolitical change. Contains a bibliography of over 400 items. (TJQ)

ED 379 076 PS 022 922

Carrasquillo, Angela L.; London, Clement B. G.
Parents and Schools: A Source Book. Garland Reference Library of Social Science; Vol. 775. Source Books on Education; Vol. 37.
PUB DATE- 93
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Academic Achievement; Asian Americans; Blacks; Community Role; Early Childhood Education; Elementary Secondary Education; Family Role; Hispanic Americans; *Parent Participation; Parent Role; *Parents as Teachers; *Parent School Relationship; *Parent Student Relationship; *School Community Relationship
IDENTIFIERS- African Americans

Noting the importance of, and benefits from, parents' involvement in their children's education, this book offers parents, educators, and community organizations a source for understanding the meaning of partnerships between school, family, and community. Chapter 1 discusses broad emerging change factors as the United States undergoes a transition with resultant modifications in family patterns. Chapter 2 takes a look at family patterns and the relationship to the African-American experience in the context of changing socio-economic conditions that affect educational success. Chapter 3 discusses the status of Hispanics in the United States and their unique family characteristics. Chapter 4 describes the ethnic composition of Asians in the United States and their unique perceptions of educational excellence. Chapter 5 provides information on goals, and on activities and leadership roles of

*Recess Breaks; Self Motivation; Sex Differences; Social Development
IDENTIFIERS- Playground Design

Noting that school recess periods are one of the few times when children interact with their peers on their own terms--with minimal adult intervention--this book examines recess behavior and its social and pedagogical implications. In addition to studying spontaneous peer interaction among school children, the book addresses issues of: (1) the role of recess in schools and the curriculum; (2) educational outcomes of recess; (3) relationships between playground design and behavior; (4) and differences in playground behaviors across age and gender groups. The book concludes by noting that recess allows children to make choices regarding whom to interact with and how to socially negotiate interactions; builds a number of high-level cognitive strategies; and raises levels of motivation. Each of the book's 11 chapters contains references. (SW)

ED 379 096 PS 022 993

Hertzig, Margaret E., Ed.; Farber, Ellen A., Ed.
Annual Progress in Child Psychiatry and Child Development 1994: A Selection of the Year's Outstanding Contributions to the Understanding and Treatment of the Normal and Disturbed Child.
PUB DATE- 95
NOTE- 588p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Attention Deficit Disorders; Autism; *Child Behavior; *Child Psychology; *Children; *Developmental Disabilities; *Developmental Psychology; Friendship; Individual Psychology; Infants; *Mental Health; Pain; Peer Relationship; Schizophrenia; Self Esteem; Sexual Abuse
IDENTIFIERS- Gender Issues; Pain Control; Victims of War

This volume provides the most up-to-date research and scholarship available in the field of child psychiatry and child development. The 20 articles are: (1) "A Meta-Analysis of Infant Habituation and Recognition Memory Performance as Predictors of Later IQ" (McCall and Carriger); (2) "The Relations of Emotionality and Regulation to Preschoolers' Social Skills and Sociometric Status" (Eisenberg and others); (3) "Friendship and Friendship Quality in Middle Childhood: Links with Peer Group Acceptance and Feelings of Loneliness and Social Dissatisfaction" (Parker and Asher); (4) "A Longitudinal Study of Consistency and Change in Self-Esteem from Early Adolescence to Early Adulthood" (Block and Robins); (5) "Sex Differences in Psychological Adjustment from Infancy to Eight Years" (Prior and others); (6) "The Significance of Gender Boundaries in Preadolescence: Contemporary Correlates and Antecedents of Boundary Violation and Maintenance" (Sroufe and others); (7) "The Prevalence of Gender-Atypical Behavior in Elementary School Children" (Sandberg and others); (8) "Suggestibility of the Child Witness: A Historical Review and Synthesis" (Ceci and Bruck); (9) "The Reality of Repressed Memories" (Loftus); (10) "Impact of Sexual Abuse on Children: A Review and Synthesis of Recent Empirical Studies" (Kendall-Tackett and others); (11) "Annotation: Autism, Executive Functions, and Theory of Mind: A Neuropsychological Perspective" (Bishop); (12) "Conceptualizing 'Borderline Syndrome of Childhood' and 'Childhood Schizophrenia' as a Developmental Disorder" (Towbin and others); (13) "Private Speech of Learning Disabled and Normally Achieving Children in

Trust Responsibility (Government)
IDENTIFIERS- Exploitation; *Guardianship; Native Americans; *Oklahoma

This report, written for the Americans for Indian Opportunity "Ambassador Program," addresses the need to research the detrimental effects of the guardianship program on Native Americans. The guardianship program was established by the United States government during the early 1900s to protect monies that Indians received from mineral and oil discovered on their allotments. Unfortunately, many Indians did not comprehend the complicated Euro-American laws and policies concerning land ownership. Few Indians who were in the guardian program gained anything or benefited from this policy. Angie Debo, author of "And Still the Waters Run," characterizes the guardianship program as a severe injustice to Native Americans and describes the prejudicial attitudes of the government and American people toward Indians. In 1924, Gertrude Bonnin was a research agent assigned to the Indian Welfare Committee, who studied the Indian probate situation in eastern Oklahoma. Although the report made strong recommendations to remedy the guardianship situation, most were never enacted. Other than Ms. Debo's and Ms. Bonnin's work, there are few reports or books that investigate the guardianship issue. A problem contributing to this lack of research could be the shortage of Indian scholars, historians, and researchers. This paper suggests that more research needs to be done on this topic, as the issue still affects American Indians today. Oral history, cross-referenced with other types of research, is an excellent method for linking the past to the present and investigating the guardianship issue. (LP)

ED 379 114 RC 019 812

LaPier, Rosalyn
American Indian Family History Project.
PUB DATE- Nov 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Acculturation; American Indian Culture; American Indian Education; *American Indian History; *American Indians; *College Curriculum; *Course Descriptions; Curriculum Development; *Family History; Genealogy; Higher Education; History Instruction; Oral History; Social History; Tribes
IDENTIFIERS- Native American Educational Services IL

This paper describes a project that was required for completing the Americans for Indian Opportunity Ambassador Program. The project resulted in development of a course on American Indian family history taught at the Native American Educational Services College (Chicago, Illinois). Part of the course required American Indian students to document their family histories. This project is important because researching family and community history leads to examining how conditions evolved over time and provides both enlightenment and perspective on current life situations. Secondly, very little has been written about American Indian families. Nearly all the research that exists on American Indian families has been written by non-Indians and often is not relevant to Indian community situations. Lastly, researching family and community history is conducive to developing an emotional understanding of American

IDENTIFIERS- *California (Los Angeles); Filipinos; Impact Studies; Log Angeles County Schools CA; Salvadoreans; *Service Utilization

While national debates focus on rising immigration and its impact, current data on immigrants and how they affect the national life are limited. To determine the feasibility of conducting a national survey of immigrants, a pilot project surveyed Salvadorans and Filipinos in Los Angeles in 1991. This report addresses key methodological issues in conducting a large-scale immigrant survey by describing the design, implementation, and field results of the Los Angeles Community Survey. The survey had two phases: neighborhood screening, and the main interview covering immigration status; employment experiences, wages, and skills; needs for and use of public services; tax contributions; family composition and economic transfers among family members; use and ability level of English and native language; and educational expectations and aspirations of immigrants and their children. Findings produced several tentative conclusions with important policy implications. The relative success of immigrants in the labor market and their demand for services depended largely on their education and English proficiency on arrival, suggesting that immigration impact is shaped by eligibility criteria. Second, U.S. laws offer many alternative avenues for undocumented immigrants to become legal residents. Third, use of public services had less to with people's immigration status than with their income, family size, and other factors. Finally, filing of federal tax returns was strongly related to immigration status. A final chapter discusses types of policy questions that survey data can answer, and makes recommendations for survey procedures. Appendices contain screening and interview questionnaires. (One questionnaire is in English, Spanish and Togolog). (SV)

ED 379 132 RC 019 971

Pratt, Mary Lou, Ed.
Rural Libraries, Volume XIV, 1994.
PUB DATE- 94
NOTE- 143p.; Contains presentations given at the following conferences: "The Future of Rural and Small Public Libraries" (Birmingham, AL, November 1991); "Information and Rural Economic Development: Issues and Strategies" (Portland, ME, September 1991); "Information and Rural Economic Development: Infrastructure" (June 1992); and "The 21st Century: The Future of Rural and Small Public Libraries" (Phoenix, AZ, November 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Information; Distance Education; Economic Development; Federal Programs; Government Role; Information Centers; *Information Services; Information Technology; *Library Role; *Public Libraries; *Rural Areas; *Rural Development; Rural Education

The 2 issues in this volume contain 10 articles on rural libraries and information access in rural America. Topics include telecommunications and distance education in Nebraska, the future of small rural public libraries, federal programs to improve rural access to information, outreach issues for public libraries, and the role of information in rural economic development. Articles are: (1) "How Nebraska Has Responded with Telecommunications and Long-Distance Education" (Timothy Lynch); (2) "Infoglut, Democracy, and Sustainability: Futures

This document describes a database of information for those who want to learn more about current efforts to redesign assessment to match changing goals for students and instruction. The database contains descriptive information on alternative assessments in science and mathematics that cover all grade levels. levels of assessment (classroom to national), and purposes. This document contains the following information: (1) content of the database, including definitions; (2) information about how to use the database, including hardware and software requirements, and how to load, search, and print information from the database; (3) the form used to collect information on the assessments in the database; (4) a sample evaluation form that can be used to review and analyze the assessments in the database; (5) summary descriptive information on the assessments in the database; (6) samples of reports that can be printed from the database; and (7) an index and annotated bibliography of the 189 entries in the database. (MKR)

ED 379 152 SE 055 706

Assessing Efforts To Improve Science, Mathematics, and Technology-Related Education at the Postsecondary Level.
PUB DATE- Mar 93
NOTE- 51p.; Report prepared in collaboration with: the Department of Education, Title II Eisenhower Mathematics and Science Education Program; National Science Foundation/Florida Department of Education Statewide Systemic Initiative (SSI); and the Florida Chamber of Commerce.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; College School Cooperation; Demonstration Programs; *Educational Change; Elementary Secondary Education; Higher Education; Institutional Cooperation; *Mathematics Instruction; *Science Instruction; Teacher Education; Teaching Methods; Technology Education
IDENTIFIERS- *Florida; *Hands On Experience; Hands on Science; Reform Efforts

This report describes a three-part effort by the Florida Postsecondary Education Planning Commission to identify some of the current outstanding efforts to improve science and mathematics at the postsecondary level and to explore ideas on how these positive practices can be expanded. Site visits to three selected postsecondary institutions (Chipola Community College, Florida Atlantic University, and Rollins College) show how these institutions have implemented strategies for improving science and mathematics on their campuses. Findings, based on the site visits and reviews of existing programs, include: (1) improvement is most effective when supported by an institution-wide commitment; (2) courses must be restructured to reflect a more active hands-on approach to learning that reflects real-world applications; (3) faculty members should be hired who reflect the new approaches to teaching in these areas; (4) faculty initiatives to develop collaborative efforts with elementary and high school students and teachers to improve science and mathematics learning should be encouraged; and (5) institutions that improve the retention and graduation rates of women and minorities majoring and graduating in the fields of science, mathematics, and technology-related fields should be rewarded with additional funding. Appendices include an institution nomination form and a summary of exemplary programs. Contains seven references. (MKR) pantomime. To explore the development of character, players may assume varying poses in costume. The players may pantomime an activity, such as packing a bag, while portraying various ages. Having "packed," players may then act out train station encounters, while creating their own dialogues. Given a newspaper photograph, players can imitate the picture and accompanying text, then discuss their feelings about the subject matter. Finally, players may discuss some social issue and identify various people the issue affects, then act out scenes involving those people. Such activities encourage critical thinking, problem solving, decision making, and originality. Players' enjoyment of problem solving may then carry over to other areas of work and study. (SG)

ED 379 173 SO 024 016

Orick, Lisa M.
Gender Bias Communication in the Classroom.
PUB DATE- May 93
NOTE- 15p.; Paper presented at the National Institute for Staff and Organizational Development Conference "Teaching Excellence" (Austin, TX, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; *Equal Education; Higher Education; *Instructional Improvement; Sex; *Sex Bias; *Sex Differences; Teacher Attitudes; *Teacher Student Relationship

This document examines the concept of gender bias communication in the classroom and how educators can avoid it. Gender bias communication is a set of behaviors that reflect bias or stereotyping, but which is not against the law. In the classroom, a teacher may treat male and female students differently without even realizing it. For instance, a teacher may make eye contact with males more than females, or ignore females while responding to males. Verbally, the instructor may ask higher order questions of males, or respond more often to males' comments. Gender bias communication manifests itself in less teacher attention to, lower scores for, and greater criticism of, female students. In the long term, such bias may result in less academic fields, and lower salaries. It is necessary for educators to be aware of and to work to overcome gender bias in the classroom. Society encourages bias in advertising, in literature, and even in schoolbooks. Teachers must take care to avoid bias through such methods as asking for student evaluation of teaching techniques and requesting classroom observation by colleaques. The document includes a teacher self-evaluation questionnaire, guidelines for classroom observation, suggestions for audio self-evaluation, and a student perception questionnaire. Contains 12 references. (SG)

ED 379 174 SO 024 054

Robinson, Barbara
Massachusetts and the Bill of Rights. A Teacher's Manual with Suggested Activities and Resources for the Bill of Rights Bicentennial and Supplement to the "By What Right" Video.
PUB DATE- 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

A volume in the Scholastic Homework Reference Series, this document provides fourth to sixth grade students and their parents with the information they need to complete U.S. history assignments. With the help of Dial-A-Teacher, which has operated a telephone helpline since 1979, this American history reference guide presents easy-to-understand answers to students' most frequently asked questions. This source offers a full range of information directly related to the fourth through sixth grade U.S. History curriculum. Divided into nine parts, part 1 looks at North America before 1775. Part 2 covers the American Revolution (1775-1783). Part 3 provides information about the birth of a new nation (1783-1800). Part 4 outlines the expansion west (1800-1900). Part 5 covers the divided nation (1820-1865). Part 6 deals with the Civil War (1861-1865). Part 7 provides material about Reconstruction and the birth of Civil Rights (1865-1877). Part 8 outlines the era of industrialization (1850-1900). Part 9 covers the 20th century and the United States as a world leader. The volume concludes with two appendices. Appendix A contains a time line of events since World War II. Appendix B has information about the American government, copies of the Amendments to the Constitution and the Declaration of Independence, and a list of U.S. Presidents. The Scholastic Homework Reference Series is a set of unique reference resources that provide ready information to answer commonly asked homework questions in a variety of subjects. (ML)

ED 379 193 SO 024 602

Comings, John P.
Bangladesh: Feasibility Study for Non-Formal Education Project.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Age Grade Placement; Area Studies; Efficiency; Elementary School Curriculum; Elementary Secondary Education; Equal Education; Foreign Countries; *Nonformal Education; Secondary School Curriculum
IDENTIFIERS- *Bangladesh

Bangladesh is currently suffering from a number of debilitating weaknesses in its education system. Seventy percent of all children are enrolled in primary school, but 75% of these children do not reach grade five. Futhermore, with absentee rates of 50% for both students and teachers, it is estimated that 35% of children who attend school are receiving no education, and 35% more are receiving less than 500 hours of instruction. The government of Bangladesh, the World Bank, NGO's and other donors, are working to address the access, quality, equity, and efficiency problems that plague the primary school system, but the needs of the over 34,000,000 illiterate people between the ages of 11 and 35 must be addressed. To this the government has proposed a set of five target programs for different groups. For instance, the program for 7-10 year olds would provide a two- to three-year course that would focus on basic education. These plans cannot be implemented without the help of outside groups offering funding and recommendations. (NK)

ED 379 194 SO 024 605

*Staff Development; Surveys; *Teacher Attitudes; Teacher Role
IDENTIFIERS- Chicago Public Schools IL

A review of research traces the history and development of staff development and inservice teacher education during the 20th century. Current research suggests that if teachers were to consider staff development as one of their most important responsibilities, they would have a profound influence on the direction their school would take in preparing for the challenges of the 21st century. This study of 36 Chicago (Illinois) public school teachers was undertaken, therefore, to determine their assessment of the agenda and organization of staff development programs as suggested in the current research. The survey addressed: topics, preplanning, planning, implementation, evaluation, and maintenance. Data showed that teachers felt that topics should include student discipline, parental participation, at-risk students, and classroom behavior management. In regard to preplanning/establishing a committee, 40 percent felt that their major concerns were not recognized. In regards to planning staff development, 63 percent felt that they had no input in planning staff development meetings. About half felt that goals and objectives had been written clearly and appropriate leaders selected, but that a system for evaluating the training had not been established. The majority felt that ample opportunities were provided for active involvement and practice of techniques, new techniques or skills were introduced, and participants had an opportunity to ask questions. Less than half reported that follow-up sessions within the school were held to discuss implementation of the techniques and that incentives were provided for employing new techniques. The paper concludes that teachers want to take a more active role in preplanning, planning, and implementing their own staff development programs, and that programming needs to be restructured to reflect this. (Contains 15 references.) (JDD)

ED 379 211 SP 035 654

Jacoby, Ruth
Developing and Implementing Increasing Awareness of Cultural Diversity in Early Childhood Curriculum through Teacher Training and Participation.
PUB DATE- 94
NOTE- 137p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Consciousness Raising; *Cultural Awareness; Cultural Pluralism; *Curriculum Development; *Inservice Teacher Education; *Multicultural Education; Preschool Education; Preschool Teachers; Teacher Role
IDENTIFIERS- Diversity (Student)

This practicum was designed to retrain preschool personnel on the importance of cultural diversity and the teacher's role in developing and implementing a multicultural curriculum. Faculty meetings and workshops were organized to present a cultural awareness curriculum to preschool staff and discuss the teacher's role in executing the curriculum. Teachers participated in role-playing sessions on fostering respect for and understanding of diverse cultures, and they participated in developing and evaluating the culturally diverse curriculum. Monthly themes included: ancestors, food, clothing, games, shelter, holidays, transportation, and weather. Learning activities for each of these themes are presented, such as

Characteristics; Teacher Influence; Teacher Recruitment; *Teaching (Occupation)

This study sought to identify a set of factors that teacher candidates perceived to have influenced their decisions to become teachers and then to determine the family and personal characteristics of the candidates that might be associated with these perceived influences. The subjects were 377 teacher candidates commencing the teacher preparation program of a large midwestern university in the spring term of 1991. As part of orientation to the required entry course, candidates chose from among 16 influences or reasons which they felt may have led to their decision to become teachers. Candidates also provided personal and family characteristics information on various instruments. Results found that six of the eight reasons most frequently cited for becoming teachers were associated with the influences of other people or experiences with people: liking children, former teachers, prior experience with children, parents, favorable work schedule, and love of a subject field. The results also indicated that presence of teachers in the family, birth order in the family, education and income of parents, candidate gender, interactions with youth, enjoyment of learning, and former teachers were all among the factors influencing the decision to teach. Includes a discussion of implications for recruitment. (Contains 31 references.) (JB)

ED 379 229 SP 035 730

Darling-Hammond, Linda
The Current Status of Teaching and Teacher Development in the United States.
PUB DATE- Nov 94
NOTE- 33p.; Background paper prepared for the National Commission on Teaching and America's Future.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Educational Change; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Preservice Teacher Education; Status; Student Teaching; Teacher Education; *Teacher Education Programs; *Teacher Improvement; Teacher Qualifications; Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand; *Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- Japan; Reform Efforts; Reform Strategies; Switzerland; *United States

This paper offers an overview and analysis of the status of teaching as an occupation and of teacher development in the United States. An opening section describes the development of the industrial-based education model that has been in place for this century and the reform movements that have started in the past two decades. A section on the demands of these reforms notes that the rhetoric of school improvement has changed from a language of school reform to a language of school restructuring, as signs of dysfunction in the education system have joined with new social demands for greater education. This section also discusses teacher recruitment and current and future demand for teachers. A section on the status of teaching and teacher development notes that this is a critical moment for transforming the capacity of American teaching by transforming the quality of their preparation as fully half of teachers working in 2005 will be hired in the 1990s. This section discusses efforts and obstacles to improve teacher blueprint for the future, encompassing issues from preschool through adulthood. Critical issues that emerged from the summit included early intervention, teacher development, collaboration, public awareness, and funding. Recommendations are offered in each of these areas, suggesting significant activities that must be undertaken to improve the lives of those with learning disabilities. An Interagency Committee is recommended, to include representatives from the Departments of Education, Labor, Justice, and Health and Human Services, as well as researchers, public policy experts, practitioners, and consumers. A list of summit participants concludes the report. (JDD)

ED 378 784 FL 021 993

Kwiat, Judith A.
Implications and Considerations for Counseling Language Minority Students.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; College Programs; *Counseling Services; *Counseling Techniques; *Counselor Certification; *Counselor Role; Counselor Training; Doctoral Dissertations; Elementary Secondary Education; *English (Second Language); Higher Education; Information Sources; *Limited English Speaking; Organizations (Groups); Professional Associations; Professional Education; Public Agencies; Scholarly Journals; State Standards
IDENTIFIERS- *Language Minorities

The resource guide on counseling language minority elementary and secondary school students provides lists of ideas, resources, and suggestions for practitioners. It has seven parts: (1) five articles on topics related to counseling limited-English-proficient (LEP) students; (2) a series of annotated bibliographies on counseling for language minority students; (3) an annotated list of relevant journals on counseling LEP students; (4) a list of dissertations on topics related to counselors and counseling for this population; (5) names of agencies, organizations, and materials useful to personnel counseling LEP students; (6) a list of major universities offering programs in counseling and relevant courses; and (7) counselor certification standards in the states that have course requirements. (MSE)

ED 378 785 FL 022 462

Clankie, Shawn M.
The Use of Expressions of Gratitude in English by Japanese and American University Students.
PUB DATE- Jul 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Data Analysis; Data Collection; *English (Second Language); Foreign Countries; Foreign Students; Higher Education; Hypothesis Testing; Japanese;

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; *Classroom Communication; *Classroom Environment; Classroom Techniques; Educational Strategies; Elementary Secondary Education; English (Second Language); *Limited English Speaking; Literacy Education; *Mainstreaming; *Second Language Learning; *Teacher Role; Teacher Student Relationship

The guide, designed for regular classroom teachers, outlines principles and strategies for teaching limited-English-proficient children. The first chapter addresses the task of building a trusting relationship with students and establishing a comfortable learning environment. Topics include sensitivity to cultural and linguistic differences, fostering classroom involvement, and meeting parents. The second chapter reviews principles of second-language development, with special attention given to setting reasonable expectations. Chapter 3 presents a number of practical teaching strategies, both techniques borrowed from language teaching and innovative ideas. These include using language effectively, using multisensory activities to engage students, building literacy skills, creating a learning community, and using technology. The final chapter encourages teachers to network with other professionals in the school and community, through student peer partners, team teaching, special school personnel services, cross-age tutoring, and other community resources. In each chapter, suggested activities and suggested readings are offered. (MSE)

ED 378 806 FL 022 655

Bernhardt, Elizabeth; And Others
Elementary School Students Reading Science Texts in Spanish.
PUB DATE- Dec 94
NOTE- 14p.; Paper presented at the National Reading Conference (San Diego, CA, December 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 4; Grade 5; Intermediate Grades; *Language of Instruction; Language Skills; *Reading Instruction; *Science Instruction; Second Language Instruction; *Second Languages; *Spanish
IDENTIFIERS- *Biliteracy; Content Area Teaching; Native Language

A study of fourth- and fifth-grade students who were taught science in Spanish as a second language is reported. The primary issues studied were: (1) the role of first-language skills in learning science in a second language, and (2) whether hands-on instruction, seen as effective by many for science teaching, is appropriate for second-language-medium instruction. Forty science lessons were observed and videotaped from September to May. Twenty students read four science texts in Spanish, three expository and one narrative, all linked to themes and previous performance assessments by the teacher involved. Students were asked to read and recall the texts in the language in which they felt most comfortable, then several days later, were interviewed about reading in science. During the study's last month, the same students were administered a performance assessment. Quantitative data and interview results are analyzed together, and implications are drawn concerning the role of first-language skills in second-language performance, the role of reading in science instruction, and

Mirbeau (Octave); Zola (Emile)

It is argued that while it is important to make the French second language curriculum relevant to today's world, it is also important not to neglect the cultural and literary components of the traditional French major, including those learning French for business. In light of this, several French novels, plays, and stories in which business is a major element are recommended as reading for students of business French, who have or would easily learn the business, commercial, financial, and legal vocabulary incorporated into them. The novels include: Honore de Balzac's "Cesar Birotteau"; Balzac's "L'Illustre Gaudissart," "Le Faiseur" (or the play "Mercadet" based on it); "Le Gendre de M. Poirier" by Emile Augier; Emile Zola's "Au Bonheur des Dames," "Le Ventre de Paris," "La Curee," and "L'Argent"; Henri Becque's "Les Corbeaux"; Octave Mirbeau's "Les Affaires sont les affaires"; and "Fromont Jeune et Risler aine" by Octave Mirbeau. Among the themes and issues in these works are bankruptcy, marketing, advertising, ambition, corruption, general commercial activity, and women in the world of business. (MSE)

ED 378 827 FL 022 746

Stobbe, Judy
Profile of Effective Bilingual Teaching, Kindergarten. Video Facilitator's Guide. Meeting the Challenge of Teaching Linguistically Diverse Students, Video Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Class Activities; Classroom Techniques; Cooperative Learning; *Cultural Pluralism; Educational Strategies; *Kindergarten; *Literacy Education; Primary Education; *Teacher Education Curriculum; *Videotape Recordings; Workshops

The guide, intended to accompany a 26-minute videotape recording, gives background information to assist in discussion of effective classroom practices appropriate to linguistically and culturally diverse students in kindergarten. The first part reviews briefly the basic principles of effective instruction in multicultural/bilingual classrooms. The second part outlines some effective strategies for a bilingual classroom, using quotations from the video and focus questions as a basis for discussion. The strategies examined include thematic instruction, the language development approach, collaborative/cooperative learning, classroom organization, and a number of literacy development strategies and activities. A brief list of resources is included. Appended materials include suggested activities to be incorporated into 2-hour, half-day, and 1-day workshops based on the videotape. (MSE)

ED 378 828 FL 022 747

Stobbe, Judy
Profile of Effective Bilingual Teaching, First Grade. Video Facilitator's Guide. Meeting the Challenge of Teaching Linguistically Diverse Students, Video Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Cultural Awareness; *Cultural Pluralism; Curriculum Design; Curriculum Development; *English (Second Language); *Family Programs; Family Role; *Literacy Education; Multicultural Education; Student Interests
IDENTIFIERS- *Diversity (Student); ERIC Digests

Increasingly, educators understand that learners represent a complex array of personal experiences, values, and intentions that can inform curriculum development and classroom instruction. This is particularly true of the diverse population in English-as-a-Second-Language (ESL) and family ESL literacy programs. Educators respect and honor their learners' ways of knowing when they create and work from curricula that emerge from issues important to them. In effective family literacy programs, diverse ways of knowing are explored and valued, and it is important that learning be multi-directional: children, parents, and teachers all learn from one another by sharing experiences. Participatory techniques, such as comparing social and family values of the cultures represented in the classroom, have several benefits: they provide a forum for discussing learner knowledge; do not force participants to devalue their own cultures; and provide valuable information for teachers and their own and other cultures. Comments of adults in intergenerational literacy programs reflect these benefits. Contains a brief list of references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 378 847 FL 800 859

Schlessman-Frost, Amy
Collaboration in Adult ESL and Family Literacy Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; Bilingual Education; *Educational Cooperation; *English (Second Language); Ethics; Evaluation Methods; *Family Programs; Information Networks; Literacy Education; *Participative Decision Making; *Partnerships in Education; Telecommunications
IDENTIFIERS- ERIC Digests; *Family Literacy; New Mexico; Policy Issues

The current trend toward collaboration is having an impact on the fields of adult basic education and adult English-as-a-Second-Language (ESL) and literacy education. This digest looks at collaboration for adult ESL programs and for family bilingual and ESL literacy programs. It discusses the distinctions among cooperation, coordination, and collaboration; presents a framework for collaboration; reports on uses of technology for collaboration; and explores ethical considerations, evaluation concerns, and policy issues. Each of these areas is examined in turn, and it is concluded that: collaborative efforts can offer better services than individual agencies can offer separately; the democratic nature of collaboration should benefit all participants--while providing the best services to clients. An inset briefly notes two successful collaborations in New Mexico, one urban and one rural. (Contains 10 references.) (Adjunct ERIC Clearinghouse on ESL Literacy Education) (LR) advocate on the behalf of graduate student employees and have expressed some interest in the possibility of union recognition. Section 3 lists names and addresses of graduate employee organizations in Canada. Entries on each organization were written by members of the organizations themselves following a prepared outline. (JB)

ED 378 865 HE 028 013

The NEA 1995 Almanac of Higher Education.
PUB DATE- 95
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Administrators; Budgets; Collective Bargaining; *College Administration; *College Faculty; *College Instruction; Colleges; Community Colleges; *Faculty Workload; Fringe Benefits; *Higher Education; National Surveys; Productivity; Retirement; State Aid; Statistical Data; *Teacher Salaries; Unions; Universities
IDENTIFIERS- State Role

This almanac contains seven articles on current issues in higher education and a report on current faculty salaries. Part 1 includes the following articles: (1) "Faculty Salaries, 1993-94" (John B. Lee), which tracks national and state salary trends; (2) "Workload and Productivity: Case Studies" (Henry L. Allen), which presents case studies of state university systems in Arizona, California, Florida, Minnesota, Mississippi, and Texas; (3) "College Faculty as Teachers" (Martin J. Finkelstein), which reviews research on college teaching and faculty attitudes towards teaching; (4) "Bargaining: Restructuring and Labor" (Christine Maitland and others), which analyzes contracts at over 200 colleges and universities; (5) "State Policy and Budget Developments" (William Zumeta), which examines the effect of state policy and budgetary trends on higher education; (6) "Benefits and Retirement, 1992-93" (Jay L. Chronister), which analyzes expenditures for fringe benefits and reviews the factors that affect these benefits; and (7) "Administrative Staff: Salaries and Issues" (David C. Montgomery and Gwendolyn L. Lewis), which describes the trends in the demographics, qualifications, and compensation of higher education administrators. Part 2 provides information on faculty salaries at 3,164 institutions, with the data presented by state, institution type, and control. (MDM)

ED 378 866 HE 028 015

Miller, Michael T.; And Others
Overview of Literature Related to the Study and Practice of Academic Fund Raising.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Colleges; Donors; Educational Finance; Financial Support; *Fund Raising; *Higher Education; Institutional Advancement; *Private Financial Support; *Research Methodology; *Research Needs; *Schools
IDENTIFIERS- *Research Trends

This paper examines the study and practice of academic fund raising, reviewing the major trends in both the scholarly and professional literature and summarizing recent research on the

Undergraduate Study
IDENTIFIERS- New York; *State University of New York

This three-volume report presents the results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the Fall 1993 term. The first volume summarizes: (1) the distribution of all credit course students by load (full-time/part-time), level (undergraduate/graduate), residency, and relative distance measures for New York State residents; (2) the origins of new (first-time and transfer) undergraduate students; (3) each institution's enrollment by level, load, history (first time/transfer), and permanent residence; and (4) data on the total State University system as well as the institutions by type. Volume II provides enrollment data for each New York State county, permanent residence of students from outside of New York State broken out by standard geographic regions, percent distribution of all undergraduate and graduate credit course students in terms of institutional totals distributed across the four New York State Planning Regions and region totals distributed across institutions, and percent distribution of all first-time full-time and transfer undergraduate students in terms of institutional totals. Volume III displays data on trends in geographic origins from 1959 through 1993, by individual institution and institutional type, including a 7-year trend in the New York origins of full-time first-time students for each SUNY institution or institution type. (JDD)

ED 378 887   HE 028 036

25 Snapshots of a Movement: Profiles of Campuses Implementing CQI.
PUB DATE- 94
NOTE- 122p.; A product of the American Association for Higher Education's Continuous Quality Improvement Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Colleges; Community Colleges; *Educational Improvement; Educational Quality; *Higher Education; *Improvement Programs; National Surveys; *Profiles; Quality Control; Resistance to Change; *Total Quality Management; Universities
IDENTIFIERS- *Continuous Quality Improvement

This volume presents descriptions of Continuous Quality Improvement (CQI) as it is being applied at 25 institutions of higher education. It offers 25 different perspectives on use of the strategic framework, and provides numerous ways to think about issues confronting campuses that decide to embrace CQI. An introduction outlines CQI's beginnings in W. Edwards Deming's Total Quality Management movement, and examines obstacles to CQI and where CQI is heading. Each of the 25 descriptions considers the institution's reasons for embracing CQI, getting started, the strategic framework, obstacles, key successes, academic activity, faculty resistance to CQI, next steps, and hindsight. The 25 institutions described are: Babson College (Massachusetts), Belmont University (Tennessee), Cornell University (New York), Dallas County Community College District (Texas), Delaware County Community College (Pennsylvania), El Camino College (California), Fordham University Graduate School of Business (New York), Fox Valley Technical College (Wisconsin), George Mason University (Virginia), Georgia Institute of Technology, Lamar Community College (Colorado), Maricopa County Community College District health professions (physical therapy). Appendices list participating institutions and describe a data product service that provides special sets of data to institutions for salary comparison analysis. (JB)

ED 378 905 HE 028 056

Ten Public Policy Issues for Higher Education in 1995. AGB Public Policy Series No. 95-1.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 95
NOTE- 28p.; For the 1994 report, see ED 366 236.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accreditation (Institutions); *Educational Policy; Educational Technology; Federal Aid; Federal Government; Federal Regulation; Financial Support; *Higher Education; Productivity; *Public Policy; School Restructuring; State Government; Student Loan Programs; Taxes; Trend Analysis; Vocational Education

A group of higher education policy experts identified the most pressing federal and state public policy developments likely to be debated in 1995. This report discusses the 10 issues identified: (1) student loan changes; (2) restricted taxpayer support; (3) tax policies; (4) federal support for research and other programs; (5) State Postsecondary Review Entities and other regulatory requirements; (6) accreditation reform; (7) access and diversity; (8) work force preparation; (9) productivity and restructuring; and (10) cost and availability of technology. Discussion of each issue is limited to two pages and includes recommendations for further reading. To make the document convenient to use, an "at a glance" box contains a synopsis of each issue. An introduction compares the 1995 issues to the issues that appeared in the 1994 version of the report. (Contains 24 references.) (JDD)

ED 378 906 HE 028 057

Eaton, Judith S.
Investing in American Higher Education: An Argument for Restructuring.
PUB DATE- 5 Jan 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Degrees (Academic); *Educational Finance; Educational Trends; Enrollment; Expenditures; *Finance Reform; *Financial Policy; *Higher Education; Income; Long Range Planning; Resource Allocation; Trend Analysis

This background paper examines the current state of higher education finance--the scope of the higher education enterprise, challenges to its funding base, and undesirable consequences of current financing practices--and describes what is meant by a "restructuring" of higher education finance. It demonstrates that the structures and practices embodied in current higher education finance are neither meeting public needs nor supporting higher education's capacity to act in the public interest. The paper begins with data on current enrollments, revenues, expenditures, and credentials.

"Learning about Learning: Teachers' and Students' Conceptions" (Peter Taylor). Chapter 5 discusses encouraging quality learning. The case study is "Challenging the Theory" (Ronald Barnett). Chapter 6 explores learning and action research. The case study is "Facilitating Action Research" (Ortrun Zuber-Skerritt). Chapter 7 looks at organizational change and TQM and includes the case study "A University's TQM Initiative" (Priscilla Chadwick). Chapter 8 focuses on evaluating for quality outcomes and includes the case study "An Outcomes Approach to a Degree Programme" (Mike O'Neil and Ken Onion). The final chapter argues that institutions must support individual and collective action to bring about a community of quality. Includes an index. (Contains 166 references.) (JB)

ED 378 924 HE 028 098

Keig, Larry; Waggoner, Michael D.
Collaborative Peer Review. The Role of Faculty in Improving College Teaching. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 4p.; For the full report, see HE 028 099.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; *College Instruction; Evaluation Methods; Faculty Development; *Faculty Evaluation; *Formative Evaluation; Higher Education; *Instructional Improvement; *Peer Evaluation; Program Implementation; Program Improvement; Summative Evaluation; Teacher Attitudes; Teacher Participation
IDENTIFIERS- *Collaborative Evaluation; ERIC Digests

This digest, based on a full report of the same title, provides an examination of the improvement of college teaching and argues for the central involvement of faculty themselves in collaborative peer review and looks at some central issues and challenges to implementation. Since summative evaluation involved in tenure and promotion decisions cannot be an effective tool for instructional improvement, formative evaluation, assessment specifically designed to improve teaching, should be put into place alongside but apart from summative evaluation. Collaborative peer review is well suited to the formative evaluation task. Faculty can evaluate their colleagues' performance pre-interaction, at delivery, and post-interaction. They can also assess interrelationships among these stages and goals and objectives, methods and materials, and feedback. Methods can include direct classroom observation, videotaping of classes, evaluation of course materials, assessment of instructor evaluation of the academic work of students, and analysis of teaching portfolios. Other formats and combinations of methods have been advocated. With improved processes, faculty may be more willing to participate in peer review. Teaching improvement through peer review can come about in a way that significantly enriches individual faculty members and their institutional academic community. Nine specific recommendations from a study of formative peer evaluation are included. (Contains 8 references.) (JB)

ED 378 925 HE 028 099

Keig, Larry; Waggoner, Michael D.
Collaborative Peer Review: The Role of Faculty in Improving College Teaching. ASHE-ERIC Higher Education Report No. 2.

Initial Results of a Survey.
PUB DATE- 13 Jan 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Needs Assessment; Professional Development; Surveys; *Teacher Attitudes; Teachers; Teaching Methods; *Telecommunications
IDENTIFIERS- *West Virginia

A mail survey of a random sample of 253 West Virginia teachers elicited information related to subjects' backgrounds, telecommunications skills, access to computer resources, preferences among common telecommunications applications, and preferences among options for learning about telecommunications. Four scales measured computer literacy, telecommunications literacy, interest in telecommunications for instruction, and interest in telecommunications for professional development. The mean age of respondents was 42.7, with an average of 17.6 years teaching experience. Teachers exhibited a higher level of computer literacy than telecommunications literacy, with 62% reporting themselves proficient with word processing software. More than half the respondents had computers at home and 68% reported access in the classroom. Few had access to a modem, and only about 15% had phone jacks in their classrooms. Respondents were more interested in instructional applications than in professional development applications of telecommunications. The preferred means of learning about telecommunications was assistance from colleagues, with workshops and conferences ranked next. Data is presented in eleven tables and an appendix contains the survey. Contains two references. (SLD)

ED 378 945 IR 016 949

Kawasaki, Jodee Lynn
Information-Related Competencies for Montana Extension Service Professionals.
PUB DATE- 94
NOTE- 104p.; Master's Thesis, Montana State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; *Competence; Computer Uses in Education; Demography; Electronic Mail; *Extension Agents; Information Dissemination; Information Retrieval; *Information Technology; Needs Assessment; Professional Development; Research Methodology; Skills; *User Needs (Information)
IDENTIFIERS- *Montana

Information-related competencies and training needed by professionals in the Montana Extension Service in order to acquire and disseminate information to clients electronically were studied in a needs assessment of administrators, specialists, and extension agents. An e-mail survey listing 37 competencies was completed by 96 extension agents and specialists. (Responses of administrators were not analyzed.) Responses were analyzed by a personal computer statistical package, and analyses were used to determine differences among demographic features and to rank order the competencies based on respondents' perceived level of importance and knowledge.

assigned to either the video or the CBI. Pre- and post-tests indicated that both treatments are instructionally effective. In analysis of perception of instruction it was found that students in the computer-based tutorial/simulation group were more likely to: enjoy the instruction; prefer their mode of instruction over a lecture; want another lesson like this; and prefer their mode of instruction over reading the material in a book. Analysis of near-transfer performance revealed that students in the CBI group performed significantly better on the electronic mail assignment than the students in the video group. Data is presented in three tables and four figures. (Contains 34 references.) (Author/MAS)

ED 378 964 IR 017 027

Morris, Ronald L.
Dynamic Multimedia Instruction: An Affordable Solution for Mixed-Media Integration on a Single Classroom Television.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; Computer Software; Computer Uses in Education; *Educational Media; *Educational Strategies; Educational Technology; Hypermedia; Integrated Learning Systems; *Multimedia Instruction; Multimedia Materials; *Multisensory Learning; Teaching Methods; Television; Video Equipment

A unique teaching strategy is presented, which empowers the instructor with affordable technology to become more effective in the traditional teaching-learning process, and involves a sensory montage of multimedia elements superimposed on a single classroom television monitor. Such computer resources as graphics, animation, QuickTime movies, sound, Hypertext and speech are integrated with external resources like a videodisc player, video microscope, still video camera, photo CD, VCR, camcorder, and CD-ROM audio or graphics to produce a multisensory learning experience. The following subjects are addressed in the strategy: technology requirements; philosophical statement; instructional technology challenge, solution and recommendations; possible software solutions; Hypercard, Supercard, and Digital Chisel; and wiring for video overlay, video switching, and audio mixing. An epilogue reminds educators that multimedia in the hands of a teacher has the power to transform data into meaningful knowledge in the lives of students. Four figures and one table illustrate the strategy. (Author/MAS)

ED 378 965 IR 017 028

Brigham, Frederick J.; And Others
Hypermedia Supports for Student Learning.
PUB DATE- 25 Feb 94
NOTE- 28p.; Paper presented at the annual meeting of the Indiana Federation, Council For Exceptional Children (Indianapolis, IN, February 25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

Putting "Service" into Library Staff Training: A Library Manager's Training Guide. LAMA Occasional Papers Series. A Patron-Centered Guide.
PUB DATE- 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Librarians; *Library Administration; Library Personnel; *Library Planning; *Library Services; Mission Statements; *On the Job Training; Personnel Evaluation; Personnel Selection; Professional Training; *User Needs (Information); Users (Information)
IDENTIFIERS- *Customer Services

This guide is built on librarianship training literature and customer service research from a variety of professions. It tells library managers how to identify and describe service ideals, to translate these ideals into realistic goals, and to lead new and experienced staff in fulfilling these service ideals. They are encouraged to focus the energy of their staff on the services most prized by their patrons, and to present these priorities in every aspect of training. Concrete suggestions are offered on: developing a mission statement based on patron needs; hiring to meet the mission statement; orienting all staff towards service; service training for experienced staff; teaching staff to sell library services; staff empowerment; servicing difficult customers; maintaining a long-term service commitment; evaluating staff and service; and making an on-going commitment to service. Many of the examples in the guide are based on medium to large libraries, but each chapter ends with a planning aid designed to apply that chapter's principles to individual situations. Sample mission statements are provided. (Contains 24 references.) (MAS)

ED 378 986 IR 055 387

Massey, Susan A.; Sheble, Mary Ann
Faculty Organizations in ARL Libraries: Activities and Documents. SPEC Kit and SPEC Flyer 206.
PUB DATE- 95
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; Comparative Analysis; *Faculty Organizations; Governance; *Librarians; Library Administration; Library Associations; *Library Planning; Library Policy; *Library Role; *Research Libraries; Surveys
IDENTIFIERS- Association of Research Libraries; Bylaws; Constitutions; *Faculty Status

Although librarians in approximately one-third of Association of Research Libraries (ARL) have a rank or status similar to other faculty, their activities, responsibilities and involvement vary considerably. A survey was conducted to determine the autonomy of library faculty organizations and their role in library and university governance, and results are compared with a similar 1983 survey. Almost all faculties meet regularly and their activities include: discussion of library policies and problems (93% versus 100% in 1983); participation in new

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Critical Thinking; Educational Assessment; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Information Skills; Instructional Design; *Learning Resources Centers; Library Research; *Library Services; Library Skills; *Media Specialists; *Portfolio Assessment; Portfolios (Background Materials); *School Libraries; Standardized Tests; Student Evaluation; Testing
IDENTIFIERS- Alternative Assessment; Authentic Assessment; Information Power (AASL AECT)

Assessment of student learning, the measuring of students' progress and performance, is an important concern for library media specialists. Twelve articles are presented which address the issue of assessment of library media services. The titles are: "The Growth of Assessment" (George F. Madaus, Ann G. A. Tan); "Library Information Skills and Standardized Achievement Tests" (Mary M. Jackson); "From Indicators of Quantity to Measures of Effectiveness: Ensuring 'Information Power's' Mission" (Robert E. Berkowitz); "Expanding the Evaluation Role in the Critical-Thinking Curriculum" (Daniel Callison); "Assessing the Library Research Process" (Carol Collier Kuhlthau); "Alternative Assessment: Promises and Pitfalls" (Delia Neuman); "Assessment of Student Performance: The Fourth Step in the Instructional Design Process" (Barbara K. Stripling); "What's the Difference between 'Authentic' and 'Performance' Assessment?" (Carol A. Meyer); "Practicing Authentic Assessment in the School Library" (Barbara K. Stripling); "The Potential for Portfolio Assessment" (Daniel Callison); "Assessing the Big Outcomes" (Nora Redding); and "Linking Assessment to Accountability: Sixth-Grade Performance Assessment" (Willa Spicer, Joyce Sherman). A subject index concludes the book. (MAS)

ED 379 006 IR 055 420

Information for a New Age: Redefining the Librarian.
PUB DATE- 95
NOTE- 192p.; A Library Instruction Round Table (LIRT) 15th anniversary publication. Compiled by the Fifteenth Anniversary Task Force.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; Critical Thinking; Elementary Secondary Education; *Information Literacy; *Information Networks; Information Seeking; *Information Technology; *Library Instruction; *Library Skills; Media Specialists; Public Libraries; School Libraries; Special Libraries; *Users (Information)

Bibliographic Instruction (BI), which focuses on the need to make library patrons become more proficient in locating and using information, is a major contributor to information literacy. The 14 papers and essays in this volume describe approaches to proactive interaction with library users with the single goal of achieving an information literate society. The titles include: "Information for a New Age: Fantastic Technology or Institutionalized Alienation?" (Robert Silverberg); "Librarians or Technicians? Which Shall We Be?" (Deanna B. Marcum); "The Death of the Librarian in the (Post) Modern Electronic Information Age" (Robert K. Kieft); "Bibliographic Instruction, Briefly" (Evan Ira Farber); "Information Literacy and Public Libraries: A Community-Based Approach" (Susan Jackson); "The of the dorms; and (11) transportation services provided by the colleges for fall 1994, including information on the number of vehicles operated, average age, capacity, daily average of passengers, and mileage one-way. (AC)

ED 379 023 JC 950 099

Weissberg, Michael W.
Using Public Speaking and Critical Thinking To Increase Self-Esteem in the Multi-Cultural College Prep Composition Classroom.
PUB DATE- Sep 92
NOTE- 108p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; Attitude Measures; College Preparation; Community Colleges; Limited English Speaking; Minority Groups; *Outcomes of Education; *Peer Evaluation; Public Colleges; *Public Speaking; *Self Esteem; Speech Skills; *Student Attitudes; Two Year Colleges; Two Year College Students

In an effort to improve the writing performance of non-native English-speaking students in a college preparatory composition course, a project was undertaken to reduce problems of self-esteem caused by communication apprehension through a speech assignment involving critical thinking and peer reviews. To evaluate the effect of the assignment, the Rosenberg Self-Esteem Scale (RSE), the Piers-Harris Self-Concept Scale (PHSC), the Coopersmith Self-Esteem Inventories (SEI), and other self-concept measures were administered to 42 students in the college preparatory class. A lecture was then given on delivering a speech and students selected topics for their own speeches. The speeches were graded by fellow-students and the teacher on content, appearance, eye contact, props, and time constraint. After each speech, strengths and weaknesses were discussed by the class. In the final phase of the project, the self-esteem inventories were re-administered in the last 4 weeks of the course. A comparative analysis of pre- and post-test results indicated the following: (1) in general, students showed increased levels of self-esteem on all the instruments; (2) for the SEI, 38% showed a positive change, compared to 12% showing a decline in self-esteem; and (3) similarly, on the RSE 66.66% of subjects showed positive change, compared to 12% showing a negative change. The report includes speech grading criteria, the self-esteem instruments, and results for each instrument. Contains 12 references. (KP)

ED 379 024 JC 950 100

Addy, Cathryn L.
The President's Journey: Issues and Ideals in the Community College.
PUB DATE- 95
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Board Administrator Relationship; *College Presidents; *Community Colleges; Employment Experience; *Job Performance; *Job Skills; *Leadership Qualities; *Occupational Information; Sex Differences; Two Year Colleges

This book describes the professional and personal challenges facing community college presidents in the performance of their job, and includes eight personal essays. An introduction for General Education in a State University: A Department Case Study," by Carol Olson and Larry Perkins; "Making Committees Work: Shared Power in the College Governance Structure," by William A. Wojciechowski and David Lemire; "A Call to Action in a Nation Still at Risk," by Charles H. Beard; "Setting the Stage: Introducing the Teaching Portfolio Concept to One's Campus," by James A. Eison; "Developing, Implementing, and Assessing a Great Teachers Short Course for Faculty Development," by James Paradiso; "Helping TAs (Teacher Assistants) To Help Themselves: A Model Training System Using a Peer TA," by Elaine Gordon and John Hoddinott; "REFRAME: A Model for Promoting Faculty/Staff Vitality and Excellence," by Maxine C. Mott; "New Relationships between Universities, Community Colleges, and Technical Colleges," by Hugh L. Thompson; "Using Computers Interactively To Overcome Resistance to Learning about Theory," by Thomas J. Keefe and John H. Newman; "Systematic Instruction vs. Lecture," by Glenn R. Johnson, and others; "Enhancing Teacher Efficacy in College Faculty," by Regina Miller, and others; "Organizational Triple-Teaming To Improve Learning," by Robert L. Cole, and others; "Global Issues Pedagogy," by Nasrin Shahinpoor and Bernard Matt; and "A Low Cost and High Impact Model for Development and Support of New Faculty," by Jane Jakoubek. Book reviews are included in all issues. (KP)

ED 379 041 JC 950 122

Ferranto, Michael D.
A Report on the Atitudes and Behaviors of Sauk Valley Community College Students Regarding Alcohol, Sex, and Exercise.
PUB DATE- Mar 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Drinking; *Exercise; School Surveys; *Sexuality; *Student Attitudes; *Student Behavior; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Sauk Valley Community College IL

A stratified random sample of 538 students at Sauk Valley Community College in Illinois were surveyed in class about their attitudes and behaviors regarding alcohol, sex, and exercise. Study findings included the following: (1) one-half of the respondents indicated that they never read the student newspaper, and 22% that they rarely read it; (2) talking with a friend was the preferred method of getting information about alcohol and sex for single students; (3) 21.1% of the students felt that drinking was never a good thing; 30% felt that drinking was "OK," but a person should never get "wasted", and 42.5% felt that an occasional "drunk" was OK as long as it does not interfere with responsibilities; (4) 27% of the male respondents reported consuming 10 or more drinks at parties, compared to 4% of the female respondents; (5) 24% of respondents under the age of 18 admitted to mixing alcohol and other drugs, and 32.7% of the males admitted to the same; (6) 58.5% of males and 39.3% of females had driven while intoxicated; (7) 81% of the respondents reported that they had engaged in sexual intercourse, and 31% reported having had multiple partners in the past year; (8) although many respondents, especially the younger ones, indicated that they were quite active sexually, many of them were of the opinion that other students were more active than they; (9) less than 1% of the respondents reported having contracted a sexually

DESCRIPTORS- *Adults; Animal Behavior; Behavior Patterns; *Cognitive Development; *Environmental Influences; Epistemology; Genetics; Hearing (Physiology); *Heredity; Individual Development; *Infants; Language Acquisition; *Learning Processes; Nature Nurture Controversy; Perceptual Development; Social Development; Vision

IDENTIFIERS- *Cognitive Sciences

Noting that beyond the individual variations among humans, there is a body of mental abilities common to every human being, this book examines the debate among researchers about the extent to which humans are "preprogrammed," and suggests a new scientific psychology of human development. By examining experimental data obtained from adults, newborns, and animals, the book suggests that while human cognitive capacities are clearly very versatile, they are also very specific. It proposes that like other animals, humans are able to adapt in astonishing ways to new situations and needs, but only in certain areas and within certain limits. Although they can endlessly acquire new knowledge, they do so only within a restricted framework. Although cognitive skills can evolve, they can do so only within the confines of a relatively narrow genetic envelope, which imparts to members of the species a fixed core of aptitudes that everyone possesses. The chapters of the book are as follows: (1) "Explaining Our Behavior"; (2) "Seeing and Hearing"; (3) "The World and Its Objects"; (4) "Self and Others"; (5) "The Biological Foundations of Language"; and (6) "Conclusion: Human Nature and the Cognitive Sciences." (Contains nearly 300 entries.) (AA)

ED 379 060 PS 022 540

Zimmer, Jurgen

Experiences with the Situation Approach in Asia.

PUB DATE- May 94

NOTE- 29p.; Paper presented at the Conference on Advances in Early Childhood Education and Care (Berlin, Germany, May 27-28, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Influences; *Educational Attitudes; *Educational Environment; Foreign Countries; Government Role; International Programs; Poverty; *Preschool Education; Religious Factors; Social Environment; *Social Problems; Teacher Attitudes; *Teaching Methods

IDENTIFIERS- *Asia (East); Hong Kong; Indonesia; Malaysia; Philippines; Singapore; *Situational Method; Thailand

This paper relates the experiences of an early childhood professor from the Freie University of Berlin on a trip through East Asia to provide advice and assistance on the situational approach to preschool education. Impressions of the sociopolitical and educational environment and needs of Thailand, Hong Kong, Indonesia, Singapore, Malaysia, and the Philippines are presented. It describes the educational and social problems in these nations, as well as the attitudes of local teachers, administrators, government officials, parents, and children. Among the impressions noted are: (1) the planners and inspectors at the workshop in Bangkok were not prepared to accept an imported package to meet their needs and wanted to develop an indigenous solution; (2) the relationship between the Thai village parents and the schools is adversarial; (3) the 1997 transfer of Hong Kong to Chinese control will have citizens/parents groups that have been formed to provide guidance, monitoring, and leadership in schools. Chapter 6 analyzes the different roles parents need to play in advocating for children and communities. Chapter 7 presents the hypothesis that parents as well as students need to have a positive self-image. Chapter 8 provides a discussion of the specific characteristics of a successful school and chapter 9 presents characteristics of successful students. Chapter 10 addresses parents as educators. Chapter 11 presents recommendations to improve parental involvement and chapter 12 lists organizations and agencies that have been recognized as advocates for parents. Each chapter includes references. (TJQ)

ED 379 077 PS 022 923

Nuba, Hannah, Ed.; And Others
Resources for Early Childhood: A Handbook.
PUB DATE- 94
NOTE- 555p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Books (010)
DESCRIPTORS- Beginning Reading; Child Abuse; *Child Development; *Child Rearing; Children; Disabilities; *Early Childhood Education; Emotional Development; Family Environment; Fine Arts; *Information Sources; Language Acquisition; Personality Development; Public Policy; *Social Development
IDENTIFIERS- Early Childhood Resource and Info Ctr; High Scope Model; Reggio Emilia Approach

Designed for use by both parents and professionals who work with young children, this reference work is intended to include all of the major areas in the field of early childhood education. Current topics such as AIDS and computers are addressed, as are more traditional concerns such as family and parenting issues. The book is organized into six topical chapters, which include short essays and lists of resources relating to specific subjects within the main topic. These chapters cover the following: (1) growth and development; (2) social and emotional development; (3) family issues; (4) child care and early education; (5) the expressive and cultural arts; and (6) social policies. The seventh chapter, Services and Information, contains lists of organizations involved in early childhood education, electronic information services, and government agencies. Also included is an index of approximately 1,000 titles referred to in the book. (SW)

ED 379 078 PS 022 927

Young, Allison J.; Boyle, Robert A.
Grade-Level Status Effects in Multiage Groupwork: The Lady Bountiful Syndrome.
PUB DATE- 4 Apr 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Cross Age Teaching; Elementary Education; Learning Processes; Mixed Age Grouping; Peer Relationship; Peer Teaching; *Student Attitudes

A study investigated whether grade-level status affects learning through cross-age activities. Data were collected through

Classroom Academic and Laboratory Contexts" (Berk and Landau); (14) "Mental Health Disorders from Age 15 to Age 18 Years" (Feehan and others); (15) "Depressive Comorbidity in Children and Adolescents: Empirical, Theoretical, and Methodological Issues" (Angold and Costello); (16) "Contrasting Cognitive Deficits in Attention Deficit Hyperactivity Disorder Versus Reading Disability" (Pennington and others); (17) "Children as Victims of War: Current Knowledge and Future Research Needs" (Jensen and Shaw); (18) "Understanding of Acquired Immunodeficiency Syndrome by Elementary School Children--A Developmental Survey" (Schonfeld and others); (19) "Pharmacological Management of Pain in Children" (Pfefferbaum and Hagberg); and (20) "Nine-Year Outcome of the Vermont Intervention Program for Low Birth Weight Infants" (Achenbach and others). Each article includes references. (TJQ)

ED 379 097 PS 023 007

Brown, Emmaline J.

Improvement of Parent Awareness of Developmentally Appropriate Programs for Ages 3 through 8 through Workshop Sessions.

PUB DATE- Dec 94

NOTE- 56p.; Ed.D. Practicum Report, Nova University. Paper presented at the Annual Conference and Exhibition of the National Association for the Education of Young Children (Atlanta, GA, November 30-December 3, 1994).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitude Change; *Classroom Techniques; Early Childhood Education; Laboratory Schools; *Parent Attitudes; Parent School Relationship; *Parent Workshops; Program Evaluation

IDENTIFIERS- *Developmentally Appropriate Programs; Developmentally Inappropriate Programs

A university early childhood laboratory school was making a transition from an academic orientation to one focusing on developmentally appropriate practices. This practicum was implemented to improve parents' awareness of developmentally appropriate programs by means of workshop sessions. The goal was to increase their knowledge of what is developmentally appropriate in programs for children 3 to 8 years of age. Three workshop sessions were designed to provide participants with information on appropriate and inappropriate practices that was provided through video tapes and overhead slides comparing appropriate and inappropriate practices. Each session included a question and answer period to allow for further clarification. A posttest was given at the end of the third session to determine information gained. The results indicated that, compared to the pretest, parents were able to identify more developmentally appropriate practices for children ages 3 to 8. (Four appendixes contain the parent questionnaire, the laboratory school's annual assessment form, the survey pretest/posttest, and consent letter.) (AP)

ED 379 098 PS 023 010

Johnson, Jessie; And Others

Language Development Component: All Day Kindergarten Program 1992-1993. Ohio Disadvantaged Pupil Program Fund. Final Evaluation Report.

PUB DATE- 1 Jun 94

Indian history. Included is a syllabus developed for teaching a course on American Indian Family History. The class lectures and course readings examine the effects of attempting to assimilate American Indians into White society. Additionally, the course emphasizes boarding schools because of the detrimental effects they had on American Indian families and communities. Also included are a list of questions to consider when researching family history, and the author's own family history. (LP)

ED 379 115 RC 019 814

Tsosie, Michael
Preservation of Mohave History and Culture.
PUB DATE- Dec 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Access to Information; *American Indian Culture; American Indian Education; *American Indian History; Cultural Education; *Cultural Maintenance; Elementary Secondary Education; Government Role; Material Culture; Museums; Politics; *Reservation American Indians; Tribal Government
IDENTIFIERS- Colorado River Indian Tribe; *Mojave (Tribe)

This report represents a project required by the Americans for Indian Opportunity Ambassador Program. The project involved the preservation of Mohave culture for the Mohave tribe, one of four tribes of the Colorado River Indian Tribes reservation. Preservation requires equal access to information as well as the freedom to disseminate information to tribal members. Although there was a fully-funded community tribal archive and museum filled with documents and objects, Mohave tribal members did not have access to this information. In essence, those in control of the information (government) have political power because they can define the issue, set the rules of discussion, and decide who may participate in the discussion within the tribal community. However, the author's affiliation with the Smithsonian and fellowship in the Department of Anthropology at the National Museum of Natural History resulted in publication of the "Mohave Tribal Catalog," which cataloged, photographed, and allowed immediate and accurate access to cultural materials. Additionally, the training and access to other resources made possible by the Smithsonian allowed the author to expand efforts to encompass other major Mohave collections in the United States and Europe. As more and more cultural information was sent back to the community, the community museum began to loosen its restrictions on information access. Cultural preservation efforts have ignited a renewed interest in Mohave culture and history among tribal members. Appendixes include an educational code calling for instruction in tribal culture, resolutions concerning the recognition of the Colorado River Indian Reservation, and the by-laws of the Colorado River Indian Tribes Mohave Elders Committee. (LP)

ED 379 116 RC 019 874

Hulick, Chuck, Ed.
Southern Rural Education Association Journal, 1990.
PUB DATE- 90
NOTE- 25p.; Only issue ever published.
LANGUAGE- English

for the Small Public Library" (Michael Marien); (3) "The Role of the United States National Commission on Libraries and Information Science in Assisting Rural America" (Jane Williams); (4) "How Far Does Outreach Reach?" (John Philip); (5) "And What Do We Do Now?" (Robert N. Case); (6) "Role of Information in Rural Economic Development: A Legislative Perspective" (Jonathan Johnson); (7) "The Use of State Information Resources" (Howard F. McGinn); (8) "Key Issues in Rural Development" (Daryl Heasley); (9) "The Rural Information Center: Federal and State Cooperation Expands Information Access" (Patricia La Caille John); and (10) "Technology: Crisis for Rural America" (Kenneth P. Wilkinson). Some papers contain references. (SV)

ED 379 133   RC 019 981

Carrasquillo, Angela L.
Hispanic Children and Youth in the United States: A Resource Guide. Reference Books on Family Issues (Vol. 20). Garland Reference Library of Social Science (Vol. 608).
PUB DATE- 91
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; Child Health; *Children; Cultural Traits; *Demography; *Educational Attainment; Elementary Secondary Education; *Family Characteristics; Higher Education; Hispanic American Culture; *Hispanic Americans; Language Usage; Organizations (Groups); Socioeconomic Status; Spanish Speaking
IDENTIFIERS- Hispanic American Students

This book discusses the demographic, cultural, linguistic, socioeconomic, and educational characteristics of Hispanic children and youth. Chapters cover: (1) historical and demographic overview (history of Hispanic presence in the United States, geographic distribution, population size and growth, migration, social and cultural patterns, parent economic status and educational attainment, and status of Hispanic children and youth); (2) Hispanic diversity (Mexican-Americans, Puerto Ricans, Cubans, Dominicans, Central and South Americans, and refugees); (3) Hispanic culture, cultural change and acculturation, language characteristics of children and youth, and proficient partial, and limited bilingualism; (4) family structure and organization, education, occupation and income, housing, paternal support, social and economic dependence, child abuse and neglect, foster care, and teenage pregnancy; (5) education (educational attainment, academic achievement, access to quality programs, school retention, student-school relationship, overrepresentation of Hispanic children in special education, and parent involvement); (6) language issues in education (bilingual education, English as a Second Language, immersion, bilingual Hispanic teachers, and the "official English" menace); (7) health (data limitations, infant mortality, maternal factors, child health, AIDS, chemical dependency, and mental health status); (8) criminal justice system, delinquency, and possible causes and prevention of delinquency; (9) parent employment status, employment opportunities for youth, and youth employment and unemployment; (10) higher education access and participation, Hispanic faculty, and graduation rates; (11) improvements needed in socioeconomic conditions, educational conditions, and community and parental support, recommendations for federal, state, and local initiatives; and (12) profiles of 12 advocacy

ED 379 153 SE 055 728

Owens, Douglas T.; Menon, Ramakrishnan
Understanding Children's Development of Rational Number Concepts: Final Research Report.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 91
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decimal Fractions; Educational Change; *Elementary School Students; Foreign Countries; Fractions; Grade 4; Grade 6; Intermediate Grades; Interviews; *Manipulative Materials; Mathematics Education; *Mathematics Instruction; *Number Concepts; Observation; *Rational Numbers; Student Journals; Teaching Methods
IDENTIFIERS- British Columbia; Teacher Researcher Cooperation

This document reports on a small-group teaching experiment whose goal was to understand how fourth- and sixth-grade children develop concepts of common and decimal fractions. Both the Grade 6 and the Grade 4/5 children were taught common and decimal fractions through discussion and by using manipulatives, beginning with basic concepts of common fractions. Results showed: (1) common fractions were initially interpreted as parts of a whole, using region models; (2) Grade 6 students seemed to find manipulatives helpful, but Grade 4 students used manipulatives less and seemed more interested in completing as many questions as they could without recourse to manipulatives; (3) students were able to relate common and decimal fractions; (4) most students could develop fraction and decimal concepts, learn the associated operations meaningfully, and perform satisfactorily on end-of-unit tests; and (5) teachers felt they had learned much from their involvement in the project, including: the need for clarification of roles of researcher and teacher, importance of student interviews, usefulness of journals and student-constructed questions, and judicious use of worksheets. Appendices contain reports of lessons in Grade 4 and Grade 6, project evaluation by teachers and researchers, pre- and post-test questions, interview questions and transcripts, and worksheets. Contains 14 references. (MKR)

ED 379 154 SE 055 737

Brodsky, Stan; And Others
An Urban Family Math Collaborative.
PUB DATE- Nov 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Elementary Education; *Elementary School Students; Interviews; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Mathematics Tests; *Parent Participation; Parents; *Teacher Behavior; Urban Studies
IDENTIFIERS- *Family Math

This project measured the impact of a short series of Family Math programs in elementary grades on student and parent attitudes toward mathematics, student performance in mathematics, and teacher behavior using control (1993, n=89; 1994, n=234) and experimental (1993, n=101; 1994, n=211) student comparison

DESCRIPTORS- Audiovisual Aids; *Civil Liberties; *Constitutional History; High Schools; Instructional Materials; Intermediate Grades; Junior High Schools; *Law Related Education; Learning Activities; Middle Schools; *United States History
IDENTIFIERS- *Bill of Rights; *Massachusetts

This document, a teacher's manual, was published as part of the state of Massachusetts' observance of the bicentennial of the United States Constitution. The manual accompanies a videotape on the topic. Together, the materials can help educators identify the people, places, and pictures that they can use to underscore the significance of the Bill of Rights. While middle and high school teachers are the primary focus of the manual, it also offers activities and resources for use in elementary instruction. Materials are adaptable for various age levels and are reproducible. The manual includes an introduction, a Bill of Rights timeline, a brief guide to four major issues that the videotape highlights, a set of nine learning activities, and listings of resource materials and organizations. An appendix presents the Bill of Rights and 16 other constitutional amendments. Contains 22 references. (SG)

ED 379 175 SO 024 073

Bay, Libby
Female Friendship in Literature: Bonding and Betrayal.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conflict; *Females; *Friendship; Higher Education; Interpersonal Competence; *Literature Appreciation; Social Science Research; *Womens Studies

This document presents the findings of research concerning female friendship as literature portrays it. Literal sisterhood is not the focus of the report, nor is cross gender friendship. The examination rejects the suggestion that homosexuality is at the root of same sex friendship. The document touches on the enmities that may arise between female friends. It becomes clear that the treatment of women friends in literature evolves over time, from the works of Jane Austen and Sarah Orne Jewett to Joyce Carol Oates and Toni Morrison. Many works, even some psychological studies and leading novels, purport to address the issues of friendship among women. Betrayal is a common theme in literature dealing with women friends; the concept of competition among women, even among those who are friends, does not seem sufficient to explain it. The theme invites further research. A reading list includes 13 primary and 14 secondary sources and nine other articles and books. (SG)

ED 379 176 SO 024 095

Prerost, Frank J.
Appreciation of Presidential Editorial Cartoons in Relation to Self-Consciousness.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Science Research; *Cartoons; Coping; *Editorials; Higher Education; *Humor; Newspapers; Persuasive Discourse; Presidential Campaigns (United States); *Reader

Carloni, Alice Stewart
Women in Development: A.I.D.'s Experience, 1973-1985. Vol. 1 Synthesis Paper. A.I.D. Program Evaluation Report No. 18.
PUB DATE- Apr 87
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Community Development; Developing Nations; *Educational Development; *Females; *Participation; Social Science Research; Technical Assistance; *Womens Education
IDENTIFIERS- *Agency for International Development; Agricultural Resources; Women in Development

Based on desk reviews and/or field studies of 102 projects related to women, this report synthesizes the results of A.I.D. experience since 1973 in targeting women in development (WID) activities. The major finding is that mainstream projects that ensure women's participation in accordance with their roles within the project's baseline situation are more likely to achieve their aims than projects that do not. A review of the relationship of gender variables to the achievement of socioeconomic goals found that understanding gender factors in agricultural production is crucial to successful technology transfer. Also crucial at the level of socioeconomic impact is an understanding of the various sources of and control over income and of gender roles in consumption. Ten practical suggestions are made to improve gender analysis techniques, delivery of resources to women, and tracking of women's participation in project activities. A conclusion review of the various types of women's projects finds that: (1) mainstream project with "gender sensitive" designs are the most effective at meeting WID objectives; (2) women-only components in larger projects can be effective, although they may lead to tokenism if gender differences are ignored; and (3) women-only projects tend to be small in scope and costly in staff time, and are best suited for the delivery of training. (JJ)

ED 379 195 SO 024 606

King, Elizabeth M.; Bellew, Rosemary T.
The Effects of Peru's Push To Improve Education. Policy, Planning, and Research Working Papers.
PUB DATE- Mar 89
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Differences; *Educational Improvement; Educational Status Comparison; Elementary Secondary Education; Family (Sociological Unit); *Family Influence; Foreign Countries; Instructional Materials; Outcomes of Education; Public Schools; Rural Urban Differences; Supplies
IDENTIFIERS- *Peru

From the mid-1950s to the 1960s, the government of Peru undertook a major expansion of public education, increasing the number of schools, requiring primary schools that offered an incomplete cycle to add grades, and increasing school inputs (principally teachers and textbooks). The effects of Peru's educational policies, and the effect of family background and community characteristics on the schooling level of a sample of adults was examined. Data on males and females were analyzed separately by birth cohort, using a sample of 5,644 females and 5,421 males aged 20 to 59. The study found: (1) the government's policy to expand the schools played a major role cooking with rice and corn, including chopsticks and woks in kitchen play centers, building igloos, and making hats and vests from different countries. Teachers who participated became aware of their attitudes toward multiculturalism and increased their knowledge of the importance of multicultural curriculum. Children involved in the cultural awareness program developed an understanding and respect for other people. Appendixes include a checklist of culturally diverse classroom materials, assessment instruments, and curriculum outlines. (Contains 29 references.) (JDD)

ED 379 212 SP 035 655

Williams, Marium
Renewal That Fits: Preparing Educators for Reforming Schools.
PUB DATE- 23 Jan 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Curriculum Development; *Educational Change; Educational Methods; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Needs Assessment; *Preservice Teacher Education; Public Schools; State Departments of Education; State Programs; Student Teacher Attitudes; Teacher Education Curriculum; *Teacher Education Programs; Women Administrators; Women Faculty
IDENTIFIERS- *Kentucky; *Morehead State University KY

This paper describes activities of Morehead State University (Kentucky) to support public schools in adjusting to state-mandated educational reforms in curriculum, instruction, assessment, support for children and their families, shared decision-making, and paradigm shifts from Skinnerian behaviorism concepts to social constructivism. Activities included: (1) assessing needs of educators; (2) providing a workshop on outcome-based education in response to identified needs; (3) providing training on performance-based assessment; (4) providing training on the Curriculum Transformations Document; (5) workshops on writing and scoring open response items to help students be successful with the Kentucky Instructional Results Information System; and (6) rewriting of preservice syllabi to include reform precepts, such as manipulative math, hands on science, and writing as a process. Results of an attitudinal survey of Morehead student teachers in the spring of 1994 found that respondents wish to include parents and students in decisions about school programs, but professionals should have a greater voice, and respondents believe that all students can learn, and most at high levels. This optimism may be the most predictive indicator of these student teachers being successful teachers in effective schools. Part of that optimism is viewed as the result of influence and opportunity for female leadership at Morehead, school districts, and Kentucky's department of education. Three tables contain survey information. (JDD)

ED 379 213 SP 035 693

Diamantes, Thomas
Student Teachers and the Corporal Punishment Debate.
PUB DATE- 94
NOTE- 12p.; Paper presented at the Annual Mid-South Educational Research Association Conference (Little Rock, AR, November 8-10, 1989).

preparation and professional development. A following section describes teaching and teacher development abroad. Final sections discuss the possibilities for transforming teaching and developing new paradigms for school reform. Contains 77 references. (JB)

ED 379 230 SP 035 731

Jake, Mazulewicz
Inquiry vs. Training: Reframing the Context of a Liberal Education.
PUB DATE- 10 Nov 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chapel Hill, NC, November 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; *Educational Strategies; Higher Education; *Inquiry; Instruction; Liberal Arts; Preservice Teacher Education; *Training
IDENTIFIERS- Dewey (John); Pavlov (Ivan Petrovich)

This paper, in exploring the context for liberal education and the ideas of John Dewey, illustrates the difference between training and inquiry and offers ideas about how the two depend on each other in practice. The paper describes proficiency as a direct result of quality training, which establishes routinized habits. This discussion also explores the limits of such habits when habits from training become unequal to the demands of a particular situation. Here, the paper argues, an education in inquiry allows for departure from training to respond to new circumstances. Further, the paper argues, the strategies of both training and inquiry are necessary to the kind of understanding of education that Dewey tried to illustrate in his works. The paper goes on to illustrate how debates on the correct way to combine these two approaches to pedagogy have, in the past, and in recent times, been framed. In concluding, the paper advocates not a dominance of one approach over the other nor a synthesis of the two but a continual, progressive, dynamic cycling between the two pedagogies. The difficulty of working with and understanding both approaches lies in opening oneself to the paradox inherent in the attempt to understand. Contains 19 references. (JB)

ED 379 231 SP 035 732

Roth, Jeffrey
Teaching Democratic Theories of Education in El Salvador: Is the Laboratory Open?
PUB DATE- 11 Nov 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chapel Hill, NC, November 11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; Course Descriptions; Course Organization; Democracy; *Democratic Values; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Peer Evaluation; Political Attitudes; Private Schools; *Professional Autonomy; Secondary School Teachers; *Social Values; Teacher

Language Fluency; *North Americans; *Oral Language; Questionnaires; Research Methodology; *Sex Differences; *Speech Acts; *Student Attitudes; Student Behavior
IDENTIFIERS- *Japanese Speaking; United States

This article discusses the expression of gratitude in spoken English by Japanese and American college students in the United States. Five hypotheses were tested: (1) Advanced non-native speakers would find expressing gratitude difficult in the target language; (2) A verbal expression of regret would occur whenever the Japanese speaker believes he is imposing upon another person; (3) Foreign students would exhibit numerous errors in lexicon and grammar; (4) Native English speakers would not verbalize regret; (5) Expressions of gratitude by Japanese females would be longer than those of their male counterparts, and the responses of American males and females would be similar in length. A 15-item questionnaire designed to create situations of status, social gravity and the rendering of a valuable service was administered to the students. Results indicated the following: American males expressed regret more often than expected and American females less so; responses of American males and females were similar in length and formality; responses of Japanese males were usually of native speaker quality and shorter than those of Japanese females; responses of Japanese females were replete with lexical and grammatical errors. Appended are the questionnaire, samples of native male vs. female responses, samples of Japanese responses, examples from a rating system, word counts, table of acceptable responses, and a T-test analysis of Japanese learners. (Contains 22 references.) (CK)

ED 378 786 FL 022 490

Schmidt, Ken
Adapting Classroom Activities for Multiple Needs and Purposes: "Find Someone Who..."
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the Korea Teachers of English to Speakers of Other Languages Conference (Seoul, Korea, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Classroom Communication; Communicative Competence (Languages); *English (Second Language); Foreign Countries; Instructional Materials; Second Language Instruction; *Teaching Methods

An English-as-a-Foreign Language instructor's repertoire of effective classroom activities is extended not only through acquiring useful, new ideas, but through adapting these activities (new and old) for varied needs and purposes. This article focuses on the potential for adaptation of one popular, communicative activity: "Find someone who..." Suggestions for modification include: employing different grammar points, increasing linguistic complexity, decreasing linguistic support, broadening the information gap, using follow-up questions, one-word cues and picture cues, looking for "no" answers, using information questions, doing indirect questioning, linking with follow-up activities, developing topical themes, and using trivia quizzes and personalized cues. Together, these modifications exemplify how many activities can be adapted to better reach our students and respond to the various needs we encounter. (Contains 13 references.) (Author) appropriate use of performance assessment. (MSE)

ED 378 807 FL 022 669

Faingold, Eduardo D.
Teaching Spanish in the US: Grammatical Theory and the Communicative Method.
PUB DATE- 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (Philadelphia, PA, August 7-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Creoles; *Diachronic Linguistics; English (Second Language); Higher Education; Language Acquisition; *Linguistic Borrowing; Linguistic Theory; Models; Morphology (Languages); *Psycholinguistics; Second Language Instruction; Second Language Learning; Sociolinguistics; Spanish Speaking; Stress (Phonology); *Syntax; *Verbs
IDENTIFIERS- *Markedness; United States

This study looks at natural syntactic processes in the development of verbal mood in first- and second-language acquisition, language change in progress, history, and creolization. Correspondences are examined in the development of the subjunctive vs. the indicative mood. The study presents an integrative perspective, taking into account seemingly disparate linguistic areas in order to reveal universals of markedness. A model of syntactic markedness is proposed that is closely aligned with C. J. Bailey's theoretical views, as well as with Faingold's studies of phonological and morphological development. The model relies on psycholinguistic studies on first- and second-language acquisition, as well as on sociolinguistic variation and change, language history and creolization. The constraints on the development of verbal mood revealed cannot be explained without referring to non-syntactic and non-linguistic factors. Results demonstrate the relevance of second-language learning for markedness theory in particular, as well as for the study of linguistic theory in general, and the relevance of linguistic analysis for foreign language teaching. Pedagogical implications for teaching the subjunctive in American universities are outlined. (Contains 41 references.) (CK)

ED 378 808 FL 022 688

Collier, Alex
A System for Automating Concordance Line Selection.
PUB DATE- Sep 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Abstracts; *Access to Information; *Automatic Indexing; Cohesion (Written Composition); Foreign Countries; *Indexes; *Information Retrieval; Information Utilization; Lexicography; *Reference Materials; *Subject Index Terms

This paper argues that as the number of concordance lines presented to researchers increases in line with ever-growing corpus size, the automatic selection of the most central lines will become more important. A method will be presented for selecting the most representative members from a set of

PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Class Activities; Classroom Techniques; Cooperative Learning; *Cultural Pluralism; Educational Strategies; *Grade 1; Literacy Education; Literature Appreciation; Primary Education; *Reading Instruction; Storytelling; Student Journals; *Teacher Education Curriculum; *Videotape Recordings; Workshops; *Writing Instruction

The guide, intended to accompany a 26-minute videotape recording, gives background information to assist in discussion of effective classroom practices appropriate to linguistically and culturally diverse students in first grade. The first part reviews briefly the basic principles of effective instruction in multicultural/bilingual classrooms. The second part outlines some effective strategies for a bilingual classroom, using quotations from the video and focus questions as a basis for discussion. The strategies examined include thematic instruction, the language development approach, collaborative/cooperative learning, classroom organization, and a number of literacy development strategies and activities. A brief list of resources is included. Appended materials include suggested activities to be incorporated into 2-hour, half-day, and 1-day workshops based on the videotape. (MSE)

ED 378 829 FL 022 748

Malcolm, Ian G.
Issues in the Maintenance of Aboriginal Languages and Aboriginal English.
PUB DATE- Oct 94
NOTE- 19p.; Paper presented at the Annual National Languages Conference of the Australian Federation of Modern Language Teachers' Associations (10th Perth, Western Australia, Australia, October 1-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; *English; Foreign Countries; *Indigenous Populations; *Language Maintenance; *Language Planning; Language Variation; *Native Language Instruction; Program Descriptions; Public Policy; *Regional Dialects; Standard Spoken Usage
IDENTIFIERS- *Australia; Edith Cowan University (Australia)

Activities at Edith Cowan University (Australia) in support of the maintenance of Aboriginal languages and Aboriginal English are discussed. Discussion begins with an examination of the concept of language maintenance and the reasons it merits the attention of linguists, language planners, and language teachers. Australian policy concerning maintenance of Aboriginal languages is briefly outlined. Research on language maintenance and language shift in relation to endangered languages is also reviewed, and the ambiguous role of education in language maintenance is considered. Two areas in which Edith Cowan University has been active are then described. The first is a pilot study of Aboriginal and Torres Strait Islander language development and maintenance needs and activities, a national initiative with its origins in national language and literacy policy. The second is an effort to mobilize teachers

ED 378 848 FL 800 860

Weinstein-Shr, Gail
Family and Intergenerational Literacy in Multilingual Families ERIC Q & A. Revised.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Acculturation; Competency Based Education; Cooperation; Cultural Background; Curriculum Development; Curriculum Guides; *English (Second Language); Ethnography; Immigrants; *Intergenerational Programs; *Literacy Education; Multilingualism; Parent Child Relationship; Parent Participation; Parent School Relationship; Reading Aloud to Others; Story Telling; Teaching Methods
IDENTIFIERS- *Family Literacy; *Intergenerational Relationship; Promising Practices

Five questions and answers are presented in this document. They are as follows: (1) Are family literacy and intergenerational literacy the same? The first term, it is explained, focuses on the parent and child, while the second term, used in the broader sense, involves other adults such as grandparents and neighbors, etc. (2) What are the goals of family and intergenerational programs, and what are some models for working toward those goals? Answer: The goals of both types of programs include: promoting parental involvement; improving attitudes and values as well as skills linked to reading; increasing families' sense of the wider social significance of reading; and addressing the unique difficulties of multilingual families that have been uprooted and displaced. (3) What instructional approaches, methods and techniques are used in family literacy programs? The answer provides two approaches. The are: the competency-based method; and the participatory approach. It is noted that several programs, including Even Start, of Washington state, combine both approaches. (4) What materials and resources have been developed for family and intergenerational programs? Different types of curriculum that will address particular concerns are described in the answer. (5) what are some promising directions for the future? The answer describes four characteristics that all promising programs appear to have in common. Such programs: build on family strengths; see collaboration between child and adult educators as crucial; value traditional culture; and conduct ethnographic research. (Contains 28 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (LR)

ED 378 849 FL 800 864

Faine, Miriam, Ed.; And Others
A Time To Learn, Units 3 & 4. A Resource for Teachers of Bilingual Literacy Learners.
PUB DATE- 94
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Classroom Techniques; Decoding (Reading); Difficulty Level; *English (Second

topic. It considers the history of academic fund raising, institutional advancement, and the psychology of giving, discussing research that looks at the social and individual factors that affect fund raising and philanthropy. It then examines research on fund raising systems and practices, as well as the individuals who work at raising funds for academic institutions. Finally, the paper outlines four goals for further research on academic fundraising. Such research needs to: (1) develop more theoretical bases for predicting and understanding individual giving; (2) define and outline the responsibilities, tasks, and challenges of fund raising offices; (3) define measures or criteria for determining fund raising effectiveness; and (4) gain acceptance by the academic community as a serious avenue of inquiry. (Contains 33 references.) (MDM)

ED 378 867 HE 028 016

Utah System of Higher Education Report on Assessment and Accountability. July 1993.
PUB DATE- Jul 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Community Colleges; Educational Facilities; Educational Quality; *Evaluation Criteria; *Faculty Evaluation; Higher Education; *Institutional Evaluation; Outcomes of Education; Productivity; Program Evaluation; Remedial Instruction; State Norms; *State Universities; *Student Evaluation; Teacher Student Ratio
IDENTIFIERS- *Utah

This report provides various data on student assessment and resource management at Utah's four state universities and five public community colleges. Part 1 discusses the admission requirements of the institutions and the number of students enrolled in remedial/developmental coursework at each school. It then examines student progress measures and student outcomes assessment measures, such as licensure examinations, student surveys, exit interviews, placement information, and transfer rates. Part 2 addresses the management of faculty resources, focusing on student/faculty ratios, and faculty distribution of time. It then examines faculty assessments such as student course evaluations, faculty research, external grants, and public service. Program measures, such as reviews and accreditations, as well as facility measures, such as library quality and space utilization, are also reviewed. (MDM)

ED 378 868 HE 028 017

Fletcher, Mike; And Others
Achievement-Based Resourcing.
PUB DATE- 92
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Accountability; Case Studies; *College Outcomes Assessment; Credits; *Educational Finance; Foreign Countries; *Government Role; Government School Relationship; Models; *Outcomes of Education; Postsecondary Education; *School Effectiveness
IDENTIFIERS- Further and Higher Educ Act 1992 (Great Britain);

(Arizona), Marietta College (Ohio), Northwest Missouri State University, Pennsylvania State University, Rio Salado Community College (Arizona), Rochester Institute of Technology (New York), St. John Fisher College (New York), Samford University (Alabama), Southern College of Technology (Georgia), University of Illinois-Chicago, University of Michigan, University of Minnesota, University of Tampa (Florida), and University of Wisconsin-Madison. The survey instrument is appended. (JDD)

ED 378 888 HE 028 037

Wright, Audrey E.; Garten, Ted R.
Recruiting Bright Students into Education: A Collaborative Effort.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Career Choice; *Cooperative Programs; *Education Majors; Higher Education; High Schools; High School Students; Preservice Teacher Education; Program Development; Program Effectiveness; Program Evaluation; Student Financial Aid; *Student Recruitment; *Teacher Education Programs; Teamwork
IDENTIFIERS- *Central Missouri State University

The Best and Brightest Program at Central Missouri State University (CMSU) encourages talented high school students to enter the teaching profession. High school students with effective teacher attributes are nominated, through collaboration among university personnel, elementary secondary practitioners, educational organizations, and alumni. These students are contacted directly by university personnel and urged to pursue university studies in education. The students are invited to Career Day for Talented Students in Education, where they receive an overview of career opportunities in education and the university's teacher education program. Nominations are aligned with state and university scholarship programs designed to provide financial incentives for the students. Evaluation of the program indicates it has led to a significant increase in Missouri Teacher Education Scholarships received by students planning to attend CMSU and in the percentage of freshmen distinguished scholar candidates committed to teacher education. From the first to the second year of the program, there was a 78 percent increase in nominations and a 99 percent increase in enrollment of talented students. The model has been recognized by the Missouri Department of Education as an exemplary recruitment method. (Contains 11 references.) (JDD)

ED 378 889 HE 028 039

Community Service Activity by Western Washington University Students: Its Extent, Nature, and Impact on the Surrounding Community. Technical and Research Reports.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; College Students; Community Programs; *Community Services; Educational Opportunities; Graduate Surveys; Higher Education; *Incidence; Participant Satisfaction; *School Community Relationship; State

Challenges to the financial base are noted, including diminishing public support, limitations of private resources, voluntary giving which is not expected to replace public subsidies, increasing proportions of ethnic groups that have lower college participation rates, and criticism of American higher education quality. Undesired consequences of current financing arrangements are identified, such as financing education through debt, diminished public investment which undercuts public influence, stratification of opportunity, and a growing mismatch between corporate investment and higher education's needs. Restructuring is defined as "a serious rethinking of higher education's resources, uses, and expected results." It is seen as a means to address the way in which higher education might be financed, how higher education uses the funds it receives, and what the public and policymakers expect higher education to do. (Contains 38 references.) (JDD)

ED 378 907 HE 028 058

White, Hazel L.
Implementing the Multicultural Education Perspective into the Nursing Curriculum.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; *Curriculum Development; Higher Education; *Multicultural Education; *Nursing Education; Program Evaluation; Student Educational Objectives

This paper was written to provide nurse educators with strategies for implementing multicultural concepts into their nursing programs. Administrators are urged to design their total educational process and educational content to reflect a commitment to cultural pluralism, in which traits of nonmainstream cultures are treated as differences rather than deficiencies. Such an approach helps all students develop more positive attitudes toward cultural, racial, ethnic, and religious groups and helps students from victimized groups develop confidence in their ability to succeed academically and to influence societal institutions. Nurses need to understand how cultural differences affect their clients' behaviors and attitudes, in order to have an impact in transcultural work. Nine specific knowledge areas that nurses should acquire to practice nursing from a multicultural perspective are outlined. Among them are: knowledge of cultural views on pregnancy; knowledge of culturally relevant information related to specific diseases; and knowledge of religious variations in relation to dying, bereavement, euthanasia, and other ethical and moral issues. Nursing education faculty and administrators are encouraged to assess existing programs for elements of multicultural education. A suggested guideline is presented, addressing such elements as program atmosphere, materials, and self-understanding. (Contains 10 references.) (JDD)

ED 378 908 HE 028 059

Academic Performance Characteristics: In-State First-Time Freshmen at Virginia's State-Supported Institutions. 1992-93 State Summary.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 193p.; For a digest of this report, see HE 028 098.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Role; *College Faculty; *College Instruction; Evaluation Methods; Faculty Development; *Faculty Evaluation; *Formative Evaluation; Higher Education; Incentives; Instructional Improvement; *Peer Evaluation; Program Descriptions; Program Implementation; Program Improvement; Student Role; Summative Evaluation; Teacher Attitudes; Teacher Participation; Teacher Role
IDENTIFIERS- *Collaborative Evaluation

This report argues for the central involvement of faculty themselves in collaborative peer review for the improvement of college teaching. An early section makes the case for formative evaluation to improve teaching and argues that collaborative peer review is well suited to the formative evaluation task. The next section examines faculty roles in formative evaluation and also the roles of students, academic administrators, teaching consultants, and faculty development programs. The following section reviews various methods used in formative evaluation including direct classroom observation, videotaping of classes, evaluation of course materials, an assessment of instructor evaluation of the academic work of students, and analysis of teaching portfolios. The section that follows describes, compares, and analyzes some examples of single-institution and multi-institution programs currently in operation. The next section discusses disincentives that may keep faculty from participating in peer evaluation including attitudes about academic freedom, fairness, and other factors. Final sections discuss incentives to improve participation and the personal and institutional benefits of peer formative evaluation. A final section presents eight recommendations for designing peer review processes based on analysis of the research and of programs now operating at some institutions. (Contains 219 references.) (JB)

ED 378 926 HE 028 100

Wenninger, Mary Dee, Ed.
Women in Higher Education, 1994.
PUB DATE- 94
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Administration; College Faculty; Court Litigation; *Females; Feminism; *Higher Education; Newsletters; Presidents; Sex Bias; Sex Discrimination; Sexual Abuse; Sexual Harassment; State Legislation; Women Administrators; Women Faculty; Womens Athletics; Womens Studies
IDENTIFIERS- California State University; University of California

This document consists of the 12 monthly issues of a newsletter on women students, teachers, and administrators in higher education, issued in 1994. Each issue includes feature articles, news on higher education, profiles of significant people in the field, and job announcements. The issues' main article topics are: (1) campuses's changing definition of family and employee benefits, mentoring, and listening skills; (2) interim positions and defining sexual harassment; (3)

Demographic factors and respondent characteristics showed no influence on the competencies because both strata of respondents needed to be taught information skills. Different training strategies need to be developed for agents and specialists because they ranked competencies differently and preferred different instructional methods. Lack of funds and equipment hampers use of electronic information technologies among extension employees. Twenty-five tables present survey findings, and six appendixes contain survey instruments and related materials. (Contains 54 references.) (SLD)

ED 378 946 IR 016 950

Christy, Annette
Teaching Fifth Graders Electronic Information Retrieval Skills.
PUB DATE- 94
NOTE- 74p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; Computer Uses in Education; Critical Thinking; *Elementary School Students; Grade 5; *Information Retrieval; Instructional Effectiveness; Intermediate Grades; Keyboarding (Data Entry); Librarians; *Library Catalogs; Library Instruction; *Online Catalogs; Pretests Posttests; Program Evaluation; Search Strategies; Skills; Teaching Methods
IDENTIFIERS- *Boolean Search Strategy; *Keywords

Fifth graders were taught to use an electronic card catalog to retrieve information and materials for class assignments and leisure reading materials. Groups of 10 or 12 students were seen twice a week for periods lasting up to 30 minutes. At these sessions they were introduced to computer components, proper handling, how to log into a network system, and how to search for materials using Boolean terms and keyword searches. The author developed lesson plans to introduce strategies from fundamentals through advanced techniques. Special teaching methods were used to enhance critical thinking. Students also used practice keyboarding machines to help with typing skills, and a tape recorder was available so that they could listen to instructions as they did online searches. The post-test revealed that all these strategies were effective for teaching students to use the online catalog effectively, and the students' ability to have their own work stations contributed to the study's success. Project evaluations revealed the students' preferences for using an electronic database because of the options it allows. Three tables present study data, and eleven appendixes contain survey and evaluation instruments as well as supplemental information. (Contains 31 references.) (Author/SLD)

ED 378 947 IR 016 951

Jones, Sue
Educational Technology: K-12 Planning and Investments in the SREB States.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Audiovisual Aids; *Authoring Aids (Programming); Computer Software; Computer Uses in Education; Educational Media; Educational Strategies; Educational Technology; Elementary Secondary Education; Higher Education; *Hypermedia; *Integrated Learning Systems; Learning Disabilities; *Multimedia Instruction; *Multimedia Materials; Multisensory Learning; Student Projects; Teaching Methods
IDENTIFIERS- HyperCard; HyperStudio

Recent developments in multimedia and hypermedia have simplified the creation of high-quality presentations so that they are becoming a viable instructional option for both teachers and students. One potential use of integrated media technology is in student-created programs. To demonstrate this point, novice student programmers, who used simple authoring tools and were trained using a modified form of instructional scaffolding, constructed integrated media programs to develop or adapt instructional materials appropriate for use with students with learning disabilities. An overview of simple hypermedia tools suitable for teacher and student presentation creation is presented, including images, sound and text. The following examples of instructional programs are provided: HyperCard; Hyperstudio; and SemNet Academic. All three examples include program descriptions, comments from student programmers, and suggestions for classroom use. An appendix includes a table of software sources and costs, and two figures illustrate sample content maps. (Contains 12 references.) (MAS)

ED 378 966 IR 055 269

Ash-Geisler, Viki
Marketing the Texas Reading Club: A Guide for Youth Services Specialists.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Evaluation Methods; Financial Support; *Librarians; *Marketing; *Program Development; Program Implementation; Public Libraries; *Reading Programs; *State Libraries; Student Attitudes; Summer Programs; *Youth Programs
IDENTIFIERS- *Texas

This manual is designed to help youth services specialists in libraries in Texas customize their Reading Club efforts for their communities. A successful reading club requires careful thought, extensive planning, and willing and eager participants. Attracting and engaging these participants is of primary importance, as is the reason for the marketing approach outlined in this manual. Marketing is a systematic and customer-focused approach to business and achieving desired change relations with other groups. In beginning a Reading Club one must ask what is to be exchanged--what value are the customers giving and what value are they receiving? The library offers reading materials and activities in exchange for the child's time and effort. Defining service areas and knowing the audience are vital. Target groups can be defined by age, school, interest, or any appropriate criteria. Registration, record keeping, and rewards are key to program implementation. Promotion must take place in house, in person, and in the media. Strategies must be developed to solicit support. Evaluation is an essential part of program planning, and the library faculty appointments (30% versus 10% in 1983); sponsoring other types of activities, such as speaker presentations (92%), workshops (69%), social events (62%), in-house newsletters (46%); and other library publications (23%). All respondents either formally or informally advise the library administration, with the following methods: advisory committees (61%); library faculty executive group (32%); advise head of the library (69%); and advise university groups outside the library (69%). Fifty-three percent of faculty organizations are chaired from within, while 33% are led by the head of the library (as opposed to 32% elected from within and 63% chaired by the library head in 1983). Seventy-two percent have elected faculty organization officers, 96% of which are elected by organization members. In sum, the survey demonstrated that library faculty organizations tend to have a major influence on library decision-making and an increased level of autonomy and self-governance. Faculty organization constitutions and bylaws from 14 universities are included, and 18 related reading sources are recommended. (MAS)

ED 378 987 IR 055 388

Ball, Mary Kathryn
The Benefits of Continuing Education for Public Service Support Staff in Academic Libraries in the State of Ohio.
PUB DATE- Dec 94
NOTE- 53p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Competence; *Continuing Education; Higher Education; Individual Development; Inservice Education; Job Training; *Library Administration; *Library Personnel; Library Services; Productivity; Professional Development; *Staff Development; Surveys
IDENTIFIERS- Ohio; *Support Personnel

Support staff of circulation, reference, interlibrary loan, media services, special collections, information, and reserves make up a large portion of library work forces, and each year are asked to take on more tasks, many requiring advanced skills. This study determined: (1) if there is an actual need for continuing education for support staff; and (2) how to meet these needs. A 26-question survey, covering professional competence, patron service, relationships with colleagues, and personal development was sent to public service support staffs in Ohio academic libraries. Ninety-one employees responded (60% return rate), and rated participating in continuing education as being "very important" in order to improve their knowledge or skills of library activities (88%); to develop new professional knowledge and skills (85%); to keep abreast of new developments in the position (74%); to accommodate more effectively the needs of the patrons (71%); to become more competent at work (67%); and to become more productive (67%). The results, compared with an earlier similar study, show that support staffs want and need continuing education. Recommendations to administrators include: improving communication and encouragement, being sensitive to employees' needs, offering in-service programs, and supporting workshop and conference attendance. Survey data is presented in nine tables, and appendices include copies of the questionnaire, letter to public service support staff members, letter of permission, and written survey comments. (Contains 13

Instructional Role of the Library Media Specialist in the Information-Age School" (Carol C. Kuhlthau); "Education for the Academic Library User in the Year 2000" (Virginia Tiefel); "Library Instruction for Special Libraries: Present and Future" (Mignon Strickland Adams); "Information Literacy" (American Library Association); "Avoiding the Cereal Syndrome; or, Critical Thinking in the Electronic Environment" (Cerise Oberman); "Building Coalitions for Information Literacy" (Abigail Loomis); "Conversation 101: Process, Development, and Collaboration" (Janice A. Sauer); "Expanding the Evaluation Role in the Critical-Thinking Curriculum" (Daniel Callison); and "BI and the Twenty-First Century: An Opinion" (Leigh A. Kilman). A 31-item annotated bibliography is organized around the following themes: technology, libraries, and the future; technology and information literacy; technology and remote users; and the human-machine interface (social and psychological factors). A list of Library Instruction Round Table (LIRT) 15th Anniversary Task Force members and an index are also provided. (MAS)

ED 379 007 JC 930 213

Spicer, Scot L.
Meeting California's Mandates for Student Success in the Community Colleges.
PUB DATE- 18 May 93
NOTE- 10p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993); for project reports, see ED 311 979 and ED 345 787.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Community Colleges; *Evaluation Methods; *Evaluation Research; *Institutional Evaluation; *Program Effectiveness; *Research Design; School Effectiveness; State Programs; Two Year Colleges; Use Studies
IDENTIFIERS- *California Community Colleges

In response to 1986 state legislation calling for improvements in college effectiveness and accountability, the California Community Colleges began various efforts to promote the evaluation of matriculation. One effort, the Matriculation Local Research Options Project, was formed in 1989 to develop models for local evaluation of matriculation and through June 1992 produced four major volumes of work. The first volume, produced in November 1989, described the goals of the project, indicating that the designs for evaluation would be simple, comprehensive, and operate within advised legal constraints. The work also provided nine research designs to be used as templates and adapted by local research offices. Volume II, published in February 1991, described findings bearing on the accuracy, utility, and fairness of assessment practices at system colleges, emphasizing the implications of minimum assessment standards published by the Chancellor's Office. Volume III was completed in February 1992 and described findings from a study of college use of the nine designs made available in Volume I. Data indicated that fewer reports from colleges using the designs were received than anticipated, due in part to changes in assessment practices stemming from the publication of assessment standards by the Chancellor's Office. Finally, Volume IV provided guidance to colleges in the following five areas of matriculation research identified as explores the personal choices involved in becoming and functioning as a community college president, and includes the essay "The Moving President: Changing Institutions," by Ruth M. Smith. Part I then explores personal development, including chapters on leadership and vision, character and ethics, and gender and ethnicity issues in managing. This last chapter includes two essays, "What's It Like Being the Only Black Woman Here?" by Belle Wheelan, and "Gender, Ethnicity, and Leadership," by Leila Gonzalez-Sullivan. Part II provides chapters related to working with constituencies, including the essay "Public or Private," by N. Patricia Yarborough; working with boards, including "The President and the Community Colle[illegible] Board," by B. A. Barringer; dealing with financial issues, including "The Vicissitudes of Year One," by Dorothy Franke; and dealing with the media. The final section focuses on developing the job and includes chapters describing the average president's tasks and techniques for setting priorities, including the essay "A Balanced Life," by Byron McClenney. The book closes with an examination of the future of community colleges and the presidency. (Contains 56 references.) (KP)

ED 379 025 JC 950 101

Segebarth, Daniel C.
Using the SCANS Report To Develop AAS General Education Requirements.
PUB DATE- Feb 95
NOTE- 18p.; Paper presented at the League for Innovation in the Community Conference, "Workforce 2000 - The Workforce Landscape: Change and Challenge" (San Diego, CA, February 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; Communication Skills; *Community Colleges; Comparative Analysis; *Competency Based Education; Computer Literacy; Critical Thinking; Interpersonal Communication; *Minimum Competencies; Numeracy; Thinking Skills; Two Year Colleges; Writing Skills
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills

A comparison is provided between general education core requirements and basic skills and competencies at the community college level in Illinois. First, general education core requirements from the Illinois Community College Board and South Suburban College are outlined related to communication; mathematics; humanities and fine arts; social and behavioral sciences; physical and life sciences; and computer literacy. A comparison is then presented of core competencies from Allegany Community College (ACC), the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies, and core competencies/skills based on an April 10, 1992 Tech Prep report. The following competencies are detailed: (1) communications skills, including reading, writing, and speaking; (2) learning skills, including the effective use of information as an independent, self-directed learner; (3) critical thinking, including the analysis of facts through logical problem-solving analysis and synthesis; (4) interpersonal skills, including sensitivity, cooperation, collaboration and understanding of self and others; (5) computational and computer skills, including performance of basic calculations and use of a computer; (6) culture and society, including attitudes and skills required to understand transmitted disease; (10) 9% of the 18-20 year olds reported having experienced an unwanted pregnancy; (11) of the single respondents who had sexual intercourse at least once in the past 30 days, 38% never used a condom; (12) 76% of the students exercised, with the norm being 3 hours a week; (13) older respondents and females were more likely to consider themselves overweight; and (14) 93% of the respondents expressed some interest in a fitness center on campus, and 57% were willing to pay for using one. The survey instrument is appended. (KP)

ED 379 042   JC 950 123

White, Eileen Casey
Food Processors Skills Building Project. Evaluation Report.
PUB DATE- Dec 94
NOTE- 29p.; Materials presented at the Annual Conference on Workforce Training of the League for Innovation in the Community College (3rd, San Diego, CA, February 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; Community Colleges; Cooperative Education; Curriculum Design; *Curriculum Development; *Food Processing Occupations; Industrial Training; *Labor Force Development; *Partnerships in Education; *School Business Relationship; Two Year Colleges
IDENTIFIERS- Food Processors Skills Building Project OR

The Food Processors Skills Building project was undertaken by four Oregon community colleges, with funds from the Oregon Economic Development Department and 11 local food processing companies, to address basic skills needs in the food processing industry through the development and implementation of an industry-specific curriculum. Based on employer needs assessments, the project steering committee decided to focus on these seven curricular areas: reading, writing, mathematics, reasoning, English as a Second Language, Spanish for supervisors, and communication. Using the new curriculum, the colleges offered 26 pilot classes for their local food processing partners between November 1993 and June 1994. Outcomes of the pilot project included the following: (1) company representatives reported significant improvements in project participants' general job performance; (2) worker evaluations indicated increased confidence and movement towards personal and work-oriented goals; and (3) 9 of the 11 companies had classes scheduled beyond the project's duration or had expressed serious interest in continuing the program. Important elements in the success of the project were that the project developed a series of models for implementation; every company identified a representative to serve as a link with the steering committee, the colleges, and instructor; and the partnerships provided opportunities for continuous feedback. In addition, assistance was sought from the companies in marketing and promoting the programs, and the colleges were able to examine the long-term impact of college industry partnerships. (Includes a list project participants.) (KP)

ED 379 043   JC 950 125

The Keyano College Community Cooperative Apprenticeship Program.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English

drastic implications for Hong Kong preschoolers, who are neither British nor Chinese; (4) preschools in Hong Kong are based on rigid drills and standardized exams; (5) the variety of religions in Indonesia is a significant factor for preschool development; (6) Indonesian preschools adapt primary school curricula; (7) Singapore schools resemble those of Hong Kong, with rote drills and standardized tests; (8) well-educated Singapore mothers are rewarded by being allowed to have more than one child; (9) in Malaysia, language, class, and race all impinge upon preschool education; and (10) in the Philippines, poverty, malnutrition, prostitution, and a guerrilla war require many different approaches to preschool development. (MDM)

ED 379 061   PS 022 580

Friedman, Sarah L., Ed.; Sigman, Marian D., Ed.
The Psychological Development of Low-Birthweight Children. Annual Advances in Applied Developmental Psychology, Volume 6.
PUB DATE- 92
NOTE- 492p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Birth Weight; Child Behavior; *Child Health; Cognitive Development; Emotional Development; Intervention; Parent Role; *Perinatal Influences; Physical Development; *Premature Infants; Social Development
IDENTIFIERS- Family Intervention

This book addresses the critical issues, as well as contemporary approaches, used to deal with the developmental, social, intellectual, and coping problems of low-birthweight infants and their families. Following an introduction by I. E. Sigel, the chapters are: (1) "Past, Present, and Future Directions in Research on the Development of Low-Birthweight Children" (Friedman and Sigman); (2) "The Epidemiology of Low Birthweight" (Kleinman); (3) "Advances in Neonatal Intensive Care Technology and Their Possible Impact on the Development of Low-Birthweight Infants" (McCormick); (4) "The Concept of Risk: A Reevaluation" (Horowitz); (5) "Very-Low-Birthweight Newborns and Parents as Early Social Partners" (Eckerman and Oehler); (6) "The Development and Social Competence of a Preterm Sample at Age 4: Predictors and Transactional Outcomes" (Greenberg and others); (7) "The Social and Emotional Development of Low-Birthweight Infants and Their Families Up to Age 4" (Minde); (8) "Emotional and Behavioral Development of Low-Birthweight Infants" (Buka and others); (9) "School Age Follow-Up of the Development of Preterm Infants: Infants and Family Predictors" (Magyary and others); (10) "Behavior Problems and Social Competence During Early Adolescence in Children Born Preterm" (Cohen and others); (11) "Prematurity as well as Intraventricular Hemorrhage Influence Developmental Outcome at 5 Years" (Sostek); (12) "Predicting Future Cognitive, Academic, and Behavioral Outcomes for Very-Low-Birthweight Infants" (Barsky and Siegel); (13) "The Prediction of Cognitive Abilities at Age 8 and 12 Years of Age from Neonatal Assessments of Preterm Infants" (Sigman and others); (14) "Further Investigations of Intellectual Status at Age 8 Years: I--Long-term Consequences into Adulthood. II--Neonatal Predictors" (Hunt and others); (15) "Individualized, Family-Focused Developmental Care for the Very-Low-Birthweight Preterm Infant in the NICU" (Als); (16) "Evaluating Effects of Intervention with Parents of Preterm Infants" (Beckwith and Rodning); (17) "Efficacy of Comprehensive Early Intervention unstructured and open-ended audiotaped interviews with 11 pairs of students in a combined third- and fifth-grade class. Coding and analysis of data revealed seven themes related to students' perceptions of their interactions as they worked in cross-age pairs. Three themes were elaborated upon: (1) "We both know different things"; (2) "Because they help us a lot"; and (3) "We work together." Interactions between these themes were investigated to see how and why status differences influence small group work. Status was defined by grade level/age, and therefore, knowledge. Results showed that fifth graders perceived the third graders as incapable and therefore did things for the third graders as opposed to trying to help them learn to do them on their own. Results suggest that the effects of differences in knowledge status in small groups can lead to interactions that do not foster learning on the part of either the high- or the low-status partner. Suggested ways to deal with this "Lady Bountiful syndrome" in classrooms include assigning lower status students to leadership positions and "preteaching" key elements to lower status students. (BAC)

ED 379 079 PS 022 947

Little Well Beings: A Handbook on Health in Family Day Care.
PUB DATE- 94
NOTE- 145p.; Also issued in a French version under title, "Petit guide sur le bien-etre des enfants: manuel visant a promouvoir la sante dans les services de garde en milieu familial."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Allergy; Caregiver Child Relationship; Child Caregivers; *Child Health; Day Care; Diseases; Elementary Education; *Family Day Care; First Aid; Foreign Countries; Hygiene; Injuries; Nutrition; Preschool Education; School Accidents; School Safety; Sick Child Care; Symptoms (Individual Disorders); Young Children
IDENTIFIERS- Canada; *Child Safety

Written by pediatricians, this book is designed to bring vital health information to caregivers providing child care in their homes. It provides caregivers with practical answers to common questions about children's health, safety, and well-being. The guide is divided in six sections. The Health section contains a simple practical strategy for staying healthy, advice on how to read the signs of sickness, and what to do when with sick children in the day care setting. The Safety section helps to develop an awareness of the risks in and outside the home and proposes strategies to reduce such risks. The Guidance section offers answers to some common questions about how to nurture babies and children, and suggests ways to make home a place that promotes children's self-control, play, and creativity. The Nutrition section offers a practical guide for feeding babies and children and includes information on food safety. The section on Your Health offers suggestions in support of caregivers' emotional, physical and professional well-being. Finally, the Tools section contains clear charts, records, and tools designed to ease the stress of child care, improve communication with parents, and increase awareness of children's development and well-being. The guide includes a list of provincial and territorial child care offices, family day care associations, and national child care organizations. A suggested reading list with nearly 40 titles, categorized by

NOTE- 26p.; For the 1989-90 report, see ED 329 362; for the 1990-91 report, see ED 345 834; for a report on a parallel program, see ED 351 673; for 1991-92 report, see ED 363 406.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance; *Disadvantaged; *Full Day Half Day Schedules; *Intervention; *Kindergarten Children; *Literacy; Primary Education; Program Descriptions; *Program Effectiveness; Program Evaluation
IDENTIFIERS- Columbus Public Schools OH; Emergent Literacy; *Print Awareness

This report describes the All Day Kindergarten (ADK) Program undertaken at 18 elementary schools in Columbus, Ohio, and presents an evaluation of the language development component of the program. ADK provides an extra half day of instruction, using a language-based curriculum to reinforce the skills, concepts, and educational experiences taught in the regular kindergarten classroom. It was a desired outcome of ADK that at least 50 percent of the pupils in the program would demonstrate an awareness of early concepts about print such that they would successfully complete at least 12 of 17 items on a concept about print test, "Balloons." An evaluation of the program found that, of the 247 pupils who attended at least 80 percent of the ADK sessions during the 1992-93 school year, 195 (78.9 percent) successfully completed at least 12 of 17 items on the "Balloons" test. Forty-seven pupils completed all 17 items correctly. The report recommends that ADK be continued in the 1993-94 school year, that program teachers be provided more inservice meetings, and that the program evaluator increase the number of classroom visits. An appendix provides copies of program evaluation forms. (MDM)

ED 379 099 PS 023 011

Overview of Child Development. Kentucky Preschool Programs Technical Assistance Paper Number 1.
PUB DATE- 91
NOTE- 11p.; For other Technical Assistance Papers, see PS 023 012-018. Photos in document may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Behavior; *Child Development; Community Influence; Cultural Influences; *Curriculum Development; *Developmental Stages; Emotional Development; Family Influence; *Individual Differences; Individualized Education Programs; Physical Development; Piagetian Theory; Play; *Preschool Children; Preschool Education; Social Development; Teacher Student Relationship
IDENTIFIERS- Bandura (Albert); Bronfenbrenner (Urie); Developmentally Appropriate Programs; *Developmental Theory; Erikson (Erik); Gesell (Arnold); Kentucky; Piaget (Jean); Skinner (B F)

This technical assistance paper provides preschool planners and staff with information on developmental characteristics of preschool children relevant to planning and providing a quality preschool program. Following a case scenario underscoring the need for understanding child development, a theoretical framework concerning child development is presented. The

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Beginning Teacher Induction; College School Cooperation; Community Education; *Community Involvement; *Cooperative Programs; *Educational Change; Educational Technology; Elementary Secondary Education; Fine Arts; Higher Education; Personal Narratives; *Rural Education; Rural Schools; Teacher Evaluation; Teacher Recruitment
IDENTIFIERS- United States (South)

This journal contains the following articles pertaining to education in rural areas: (1) "The State of the Association" (William Peter) reviews the mission and progress of the Southern Rural Education Association; (2) "Arts Enrichment Programs in Middle Tennessee Rural Schools" (Howard Brahmstedt and Patricia Brahmstedt) describes how these programs began through university-school cooperation and grants; (3) "Mandated Teacher Evaluation Does Improve Teaching and Learning" (William Kurtz) discusses benefits of and problems with the new Texas evaluation process; (4) "National Award Winning Community-At-School Program" (Casher Choate) describes a model community education program in rural Tennessee; (5) "PAEC: A Pacesetter in Rural Education" (Paula Waller) explains how resources are shared among nine Florida counties in an education cooperative; (6) "The Development of Teacher Recruitment Materials for Rural Schools: Three Examples" (Dwight Hare) compares the differences among recruitment efforts in three parishes in Louisiana; (7) "Unexpected Benefits for Rural Education from a Beginning Teacher Internship Program" (Chuck Hulick and Bobby Malone) highlights the impact of the program; (8) "Urban Chauvinism and Rural Values" (Keigh Hubel) provides a personal account of rural life; and (9) "Technology in Rural Schools: The Future Is Now" (Kenneth Brookens) provides examples of telelearning, distance learning, and satellite communication in rural schools. (KS)

ED 379 117 RC 019 881

Dreier, William H.; Goudy, Willis
"Is There Life in Town after the Death of the High School?" or High Schools and the Population of Midwest Towns.
PUB DATE- 94
NOTE- 12p.; Paper presented at the Annual Rural and Small Schools Conference (Manhattan, KS, October 24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Size; *Consolidated Schools; Elementary Secondary Education; High Schools; *Population Trends; Rural Areas; Rural Education; *Rural Schools; *School District Reorganization; School District Size; Small Towns
IDENTIFIERS- Community Viability; *Iowa

An overview of the history of rural school consolidation in north central Iowa reveals that by 1994, 9 of the 10 high schools in towns of less than 500 in 1940 had closed, and 3 of the 5 high schools in towns with populations of 500-999 had closed. However, all three towns with populations over 1,000 in 1940 had high schools in 1993-94. This down-sizing trend is evident in all areas of Iowa in that the number of towns with a high school decreased to 727 in 1950, to 419 in 1970, and to 359 in 1990. This study examined whether a greater percentage of incorporated towns in Iowa with a high school had a population increase, compared to towns without a high school during the same decades. During 1930-50, rural areas lost population, but organizations and a directory of over 170 Hispanic organizations related to child and family advocacy, education, health, immigration, and youth labor. This book contains over 140 references, an annotated bibliography of 65 entries, and author and subject indexes. (SV)

ED 379 134 RC 019 983

Lyson, Thomas A., Ed.; Falk, William W., Ed.
Forgotten Places: Uneven Development in Rural America. Rural America Series.
SPONS. AGENCY- Maryland Univ., College Park. Agricultural Experiment Station.; New York Agricultural Experiment Station, Ithaca.
PUB DATE- 93
NOTE- 290p.; Funded under the auspices of USDA/CSRS Regional Research Project S-229.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Capitalism; Case Studies; *Demography; Economic Development; Employment Patterns; Human Capital; Income; Labor Market; Poverty; *Poverty Areas; *Public Policy; *Regional Characteristics; *Rural Areas; Rural Development; *Rural Economics; Rural Urban Differences
IDENTIFIERS- Dependency (Economics); Internal Colonialism; Regional History

This book examines predominantly rural regions of the United States that lag behind the rest of the country in income, employment, access to services, and measures of education and health. Case studies of nine regions examine historical background; current economic and social conditions (including demography, educational attainment, and occupational structure); outmigration; effects of government policies; and local attempts at economic development. A final chapter summarizes relevant social-science theories, particularly dependency and world-systems models, and discusses public policy prescriptions that might improve rural opportunity. Chapters are: (1) "Forgotten Places: Poor Rural Regions in the United States" (Thomas A. Lyson, William W. Falk); (2) "Uneven Development in Appalachia" (Dwight Billings, Ann Tickamyer); (3) "The Reported and Unreported Missouri Ozarks: Adaptive Strategies of the People Left Behind" (Rex R. Campbell, John C. Spencer, Ravindra G. Amonker); (4) "Life in the Forgotten South: The Black Belt" (William W. Falk, Clarence R. Talley, Bruce H. Rankin); (5) "The Mississippi Delta: Change or Continued Trouble" (Stanley Hyland, Michael Timberlake); (6) "Industrial Development and Persistent Poverty in the Lower Rio Grande Valley" (Rogelio Saenz, Marie Ballejos); (7) "The Forgotten of Northern New England" (A. E. Luloff, Mark Nord); (8) "Ontonagon: A Remote Corner of Michigan's Upper Peninsula" (Harry K. Schwarzweller, Sue-Wen Lean); (9) "The Failure of Sustained-Yield Forestry and the Decline of the Flannel-Shirt Frontier" (concerning Pacific Northwest timber towns) (Michael Hibbard, James Elias); (10) "In the Shadow of Urban Growth: Bifurcation in Rural California Communities" (Ted K. Bradshaw); and (11) "Forgotten Places Redux" (William W. Falk, Thomas A. Lyson). This book contains extensive references and an index. (SV)

ED 379 135 RC 019 990

Special Populations: Migrant Students with Disabilities; Native groups and supplemented by parent and teacher interviews. Only two of the analyses showed statistical significance: (1) Students in the experimental group who had prior Family Math experience showed higher gains on standardized mathematics performance measures than other groups, and (2) Parents who attended Family Math reported increased involvement with their children's schools. Parent interviews indicated strongly favorable attitudes toward Family Math and had high praise for the quality of the program, although parent attitude questionnaires showed no significant gains in either parents' or students' self-confidence. Teacher interviews indicated enthusiastic support for Family Math and substantial modification of teaching methods, as well as improved understandings about mathematics. Appendices include: outlines of the first meeting, student background and attitude questionnaires, parent questionnaires in both English and Spanish, and parent Family Math evaluation forms. (MKR)

ED 379 155 SE 055 739

Mathematics Curriculum Framework: End of Grade Three.
PUB DATE- Nov 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; *Elementary School Mathematics; *Grade 3; Mathematics Curriculum; *Mathematics Education; Primary Education; State Curriculum Guides
IDENTIFIERS- *New Hampshire

This document lists the mathematics education goals for the end of grade three in New Hampshire schools. The main areas of goals and outcomes include: problem solving and reasoning; communication and connections; numbers, numeration, and operations; geometry and measurement; and data analysis. Each section contains curriculum goals, purpose, performance outcomes, and performance indicators for each goal. Contains 13 references. (MKR)

ED 379 156 SE 055 740

Farley, Tom C.
Idaho K-12 Mathematics Content Guide and Framework.
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; *Elementary School Mathematics; Elementary Secondary Education; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Secondary School Mathematics; State Curriculum Guides
IDENTIFIERS- Alternative Assessment; Idaho

This document was designed to help Idaho schools with their development of a K-12 mathematics curriculum and program, and to assist in formulating some realistic goals for themselves and their students. The bulk of the document contains mathematics education standards for each of the grades K-8 and for grades 9-12 as a unit and includes goals, performance objectives, and sample progress indicators for each standard. Included for grades 4 and 8 are sample performance assessment items and Idaho performance scoring standards. Also included

Response; *Self Concept; *Self Esteem; Student Characteristics

This paper reports findings of a study examining the appreciation of editorial cartoons as a function of personal characteristics rather than group membership. The variables examined were self-consciousness and the ability to utilize humor as a coping mechanism. Appreciation of editorial cartoons during the 1992 presidential campaign was measured among college students. It was expected that self-consciousness would be related to the appreciation of editorial cartoons reflecting on the candidates and campaign themes. High self-consciousness was expected to be related to endorsement of ideas easily defensible in the college population. The capacity to utilize humor as a coping strategy was expected to be related positively to overall appreciation of editorial cartoons. The participants were 80 volunteers from introductory psychology classes at a midwestern university. The subjects completed an initial stage of assessment when they completed a survey containing the self-consciousness scale and the coping humor scale. Then the subjects rated a series of cartoons for level of funniness on a 7-point scale. Analysis of the appreciation scores showed that a significant main effect for self-consciousness was obtained. Considering the coping with humor scores, high scorers showed greater humor appreciation than low scorers. This finding supports the expectation that persons disposed to the utilization of humor in coping situations would appreciate editorial cartoons to a greater extent than low scorers on this dimension. Results appeared to reflect a tendency among high self-consciousness individuals to show views perceived as acceptable on the college campus during the 1992 presidential campaign. Contains 16 references. (DK)

ED 379 177   SO 024 096

Charting Russia's Future in the Post-Soviet Era. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.
PUB DATE- Jan 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decision Making; Economic Development; European History; Foreign Countries; *Foreign Policy; *Futures (of Society); High Schools; History Instruction; *Modern History; *Policy Formation; Politics; Primary Sources; Role Playing; Secondary Education; *Social Change; Social Studies; Units of Study
IDENTIFIERS- *Russia

This unit is part of a continuing series on current foreign policy issues. This unit draws students into a debate on Russia's identity. Unlike previous units of this series, this one is not written from the U.S. perspective. Rather, students are asked to see the world through Russian eyes and to contemplate Russian choices in the areas of economic development, political organization, and foreign policy. At the core of the unit are three distinct directions, or futures, for Russia in the coming years. Each future is grounded in a clearly defined philosophy about Russia's place in the world and offers broad guidelines on fundamental public policy issues in Russia. By exploring a spectrum of alternatives, students gain a deeper understanding of the values and assumptions in raising education levels and narrowing the gap between rural and urban residents, and males and females; (2) the impact of parents' years of schooling and occupations on the educational levels of their children lessened over time as the supply of schools expanded throughout the country; (3) the relative effect of parents' education differs for sons' and daughters' schooling; (4) primary schools expanded rapidly even in rural areas; (5) urban residence at the age of 13 remained an important determinant of educational attainment because of the great disparity between urban and rural areas in availability of secondary schools; (6) and finally the availability of material school inputs, such as textbooks and desks at the primary level, had a large positive effect on final school levels. Contains 39 references. (Author/JJ)

ED 379 196 SO 024 607

Anderson, Mary B.
Gender Issues in Basic Education and Vocational Training. The Gender Manual Series.
PUB DATE- Feb 86
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; Curriculum Design; Females; Postsecondary Education; School Construction; Secondary Education; *Sex Bias; Sex Role; Teacher Education; *Vocational Education
IDENTIFIERS- Basic Education

When and how to integrate girls and women into Agency for International Development (A.I.D.) projects in basic education and vocational training is the focus of this manual. The volume generally follows the format developed in the Topical Reference Guide series produced by A.I.D.'s Center for Development Information and Evaluation (CDIE). The manual also is influenced by the medical model, in which diagnosis and treatment are determined and carried out by answering a series of questions. The two sections of the document treat first basic education then vocational training projects in relation to the five emphasis areas of A.I.D.'s support to education: (1) construction and renovation of schools and classrooms; (2) provision of equipment and supplies; (3) teacher training; (4) curriculum design; and (5) administration and management. A list of questions that evaluators should ask in order to disaggregate a project's gender effect and guidelines for collecting data on gender factors during the project design stage are provided. (Author/JJ)

ED 379 197 SO 024 621

Moskowitz, Douglas, Ed.; Scurti, Jason, Ed.
U.S. Supreme Court Decisions. A Case Study Review for U.S. History and Government. A Student and Teacher Guide.
PUB DATE- 89
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Classroom Techniques; *Corporal Punishment; *Discipline Policy; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Behavior; *Student Teacher Attitudes; Student Teachers

Student teachers' perceptions of corporal punishment were measured in an open-ended survey involving 37 student teachers. Twenty-four of the student teachers indicated that the use of corporal punishment in the schools is useful and justifiable. Several suggested that the threat of corporal punishment, even if never used, is a legitimate method to deter students from inappropriate behavior. Many of the corporal punishment advocates felt that children need to know that in life there are often negative consequences to inappropriate behaviors. Other student teachers suggested specific guidelines, such as allowing only a school principal to administer corporal punishment, and notifying students' parents prior to a paddling. Thirteen respondents opposed the use of corporal punishment, based on their opinion that it does not eliminate causes for disruptive behavior, that it causes students to become rebellious, that it does not provide a positive learning environment, that it seems to be ineffective because the same children have recurring incidences of spanking, and that it leads children to believe that violence is a legitimate means to solve problems. (Contains 17 references.) (JDD)

ED 379 214 SP 035 699

Sutherland, Frankie
Teachers' Perceptions of School Climate.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Education; *Elementary School Teachers; *Institutional Characteristics; Junior High Schools; *Secondary School Teachers; Sex Differences; Suburban Schools; *Teacher Attitudes; Teaching Experience

A study was done to determine teachers' perceptions of the characteristics of a good school climate. A questionnaire, "Teacher Perception Scale" was given to all 150 teachers in a school district, consisting of four elementary schools and one junior high school, in the south suburban area of Chicago (Illinois). Fifty-one randomly slected questionnaires were studied. The majority of teachers agreed that the characteristics of favorable school climate, such as respect, trust, nurturing and caring, high morale, and academic development, are present in their schools. Eighty-two percent liked the school in which they work. Sixty-six percent trusted the people with whom they work. Eighty-four percent of the teachers agreed that they know a lot about the school in which they work. Seventy percent felt that they were a part of the school in which they work. Teacher comments supported the questionnaire items concerning teachers' perceptions of school climate. Results are analyzed by gender and years of teaching experience. The study concludes that respondents have an attitudinal receptiveness to improving the organization in which they work, and therefore school districts should move forward in school reform efforts. (Contains 15 references.)

Attitudes; Teacher Role; *Teaching Methods; Upper Class
IDENTIFIERS- Dewey (John); *El Salvador

A philosophy of education course focused on concepts of democratic education was taught to primary and secondary school teachers working in a private bilingual school in San Salvador (El Salvador). The teachers' school was an "International School" serving children of the wealthy and the educated who lived nearby. The course was designed so that the form and content of the course were congruent and the students could experience democratically organized debate and evaluation. The course goal was to read two recent texts on democratic education and to examine participants' beliefs and practices to see whether they assisted or impeded the formation of persons able to participate in civic debate. Observations of the responses of the participants to the entire course led to three conclusions: (1) teachers are not comfortable evaluating their peers, even when anonymity was assured; (2) teachers face a profound struggle in democratizing their workplace as expressed in final essays where participants reported that the course had made them more aware of their limited autonomy some of which they conceded was self-imposed; and (3) that the crafting of a philosophy of education can be justified on different grounds: vocational, professional, and collegial. (JB)

ED 379 232 SP 035 733

Heslep, Robert D.
Tolerance and Intolerance in Multicultural Education.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; Cultural Differences; *Cultural Interrelationships; Cultural Pluralism; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Freedom of Speech; Intention; *Multicultural Education; Social Attitudes; *Social Behavior; Social Change
IDENTIFIERS- Hate; Political Correctness; Politically Correct Communication; *Tolerance

This essay argues that some proponents of multicultural education (ME) appear to teach intolerance of certain kinds of speech. The essay argues, in support, the down-playing of tolerance in ME as cultural respect, accommodation, and harmony are stronger candidates as virtues. The essay goes on to point out that ME does not teach cultural neutrality. In fact, ME must teach students to be intolerant of any cultural group that actively seeks to dominate all of society. These presumed limits on tolerance have led advocates to prevent and interfere with hate speech and other forms of cultural disrespect. Three difficulties with this approach, the essay asserts, are that: (1) it is difficult to discern the intentions of a speaker which is very important in the judgment of offensive speech; (2) despite the innocent intention of a speaker, listeners might be offended and enhanced sensitivity to cultural disrespect might antagonize a situation that is already agitated; (3) some cultural groups may have some language of cultural disrespect as one of its features and thus teaching ME may involve teaching disrespect of some cultural groups in society. The essay concludes by stating that tolerance may be ascribed only to moral beings, that is, voluntary agents engaged in interpersonal action. It then recommends that if the proponents of ME reflected on the conceptual connection between

ED 378 787 FL 022 554

Zapoteco del Istmo, Juchitan, Oaxaca (Zapotec of the Isthmus, Juchitan, Oaxaca).
PUB DATE- 74
NOTE- 134p.; For other volumes in this series, see FL 022 555-570.
LANGUAGE- Spanish; Zapotec
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- ny activities can be adapted to students and respond to the various needs we enc,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mexico; *Zapotec

This document is the first of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Zapotec, an indigenous language of Mexico spoken in the Isthmus region of Juchitan, Oaxaca. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 788 FL 022 555

Trique de San Juan Copala, Oaxaca (Trique of San Juan Copala, Oaxaca).
PUB DATE- 75
NOTE- 155p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Trique
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- eparture point for detailed stu with the phonology, morphophonemics, grammar, a,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mexico; *Trique

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Trique, an indigenous language of Mexico spoken in San Juan Copala, in the state of Oaxaca. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed concordance lines on the basis of repeated lexical features. This follows from previous work on lexical cohesion that was utilized in a system for automatic abridgement generation. Such a system would grant full accessibility to corpus material while avoiding the presentation of so much data to researchers that they become overloaded. (Contains 7 references.) (Author/CK)

ED 378 809 FL 022 690

Watzke, John
Less Commonly Taught Languages in High School.
PUB DATE- Sep 92
NOTE- 6p.; Revised version of a paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Washington, DC, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Access to Education; Administrator Role; Communicative Competence (Languages); Counselor Role; Curriculum Design; Educational Objectives; *Enrollment Influences; Extracurricular Activities; High Schools; Language Enrollment; *Secondary School Curriculum; Second Language Instruction; *Second Languages; Space Utilization; *Student Recruitment; Teacher Attitudes; Teacher Role; *Uncommonly Taught Languages

For a less commonly taught (LCT) language to thrive in a high school curriculum, issues of support and accessibility must be addressed. Counselors, administrators, and teachers must work together to show students that these are not difficult languages. Designing the programs for "gifted and talented" students unfairly excludes many capable ones, so a philosophy of equal access is important. Establishing and maintaining an LCT language must not fall totally on the teacher, but should be supported by district and building administration. Designating a classroom helps these languages find their identity within the school. The LCT language teacher's efforts to publicize it may be perceived as recruitment by other teachers; the teacher should meet with junior- and senior-high counselors to answer questions and address preconceived ideas about the languages' difficulty. A flier sent to entering freshmen can be useful. A language club helps reinforce the language and culture and promote its study. Enrolling freshmen helps ensure continued high enrollment. Creating a four-year sequence and preparing students for continued study in college also helps achieve success. Finally, a good relationship between the LCT and other language teachers is vital; enrollment issues and concerns about sharing classrooms should be discussed. (MSE)

ED 378 810 FL 022 691

Bamiro, Edmund O.
Lexical Innovation in Ghanaian English.
PUB DATE- 94
NOTE- 24p.; Paper presented at an International Conference on World Englishes (1st, Urbana, IL, March 31-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

for bidialectal education, in both Aboriginal English and standard spoken English. The project involves the training of 20 volunteer teachers of Aboriginal children. The role of the university in facilitating change and supporting language maintenance is emphasized. Contains 13 references. (MSE)

ED 378 830 FL 022 752

Valentine, Tamara M.
When "No" Means "Yes": Agreeing and Disagreeing in Indian English Discourse.
PUB DATE- 94
NOTE- 25p.; Paper presented at the International Conference on World Englishes Today (Urbana, IL, March 31-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; Discourse Analysis; *English; Foreign Countries; *Interpersonal Communication; Language Patterns; Language Research; *Language Variation; Linguistic Theory; Pragmatics; *Regional Dialects; *Speech Acts
IDENTIFIERS- *Agree Disagree Statements; *India; Politeness

This study examined the speech act of agreement and disagreement in the ordinary conversation of English-speakers in India. Data were collected in natural speech elicited from educated, bilingual speakers in cross-sex and same-sex conversations in a range of formal and informal settings. Subjects' ages ranged from 19 to about 60. Five agreement strategies were analyzed: (1) direct expression of agreement or stated agreement components; (2) building on the previous speaker's turn; (3) uttering partial and complete repetitions of components in the previous turn; (4) delaying; and (5) hedging. Four disagreement strategies were examined: (1) explicit statement of disagreement or stated disagreement components; (2) softening of disagreement with softened negative statements, honorifics, apologies; (3) delaying; and (4) hedging. These patterns are explained, with examples, and discussed in light of research on politeness behavior. It is noted that while these strategies are appropriate in their own cultural context, potential for misunderstanding increases in cross-cultural contexts, and to some extent in cross-gender interaction. Contains 26 references. (MSE)

ED 378 831 FL 022 753

Authier, J.-Marc; Reed, Lisa
Micro-Parametric Variation in Romance Middle Constructions.
PUB DATE- Oct 94
NOTE- 35p.; Paper presented at the Annual Meeting of the Atlantic Provinces Linguistic Association (18th, St. John, New Brunswick, Canada, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; Foreign Countries; *French; *Grammar; Language Patterns; Language Research; *Language Variation; Linguistic Theory; *Regional Dialects; Sentence Structure; *Spanish; *Verbs
IDENTIFIERS- *French (Canadian); Spain (Madrid)

A study of middle verb constructions in Canadian French and Madrid Spanish suggests that two alleged defining characteristics of these constructions are not really defining

Language); Foreign Countries; *Journal Writing; *Literacy Education; Reading Instruction; Second Language Instruction; Student Journals; *Study Skills; Worksheets; Writing Exercises; Writing Instruction

The set of instructional materials included here consists of reading, writing, and language development worksheets to be used in adult English-as-a-Second-Language (ESL) literacy education. Materials are grouped according to four themes; this volume contains units on theme 3 (diary writing) and theme 4 (study skills). Each unit contains an introduction, contents list, teacher's notes, a reading and resource list, and the worksheets geared to three difficulty levels. The diary unit introduces diary writing to students as a way of using language experience to encourage reading and writing. It also includes some examples of other common text types (letters, reports, posts cards), with ways of identifying their features, and worksheets for practicing functional everyday literacy skills. The unit on study skills initiates discussion of different ways of learning and outlines strategies to assist with learning. This section assumes that students with limited educational backgrounds do not transfer skills and knowledge about texts and learning from another language but need to be introduced to them. Several worksheets focus on decoding information in the form of charts, maps, and timetables. The teacher's notes are indexed to specific worksheets. Written primarily for an Australian audience, the materials reflect Australian speech and writing conventions. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 378 850 HE 027 937

Stein, Karen F.
Elder Abuse and Neglect Content in Higher Education Programs on Aging.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Sep 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; *Course Content; Curriculum Research; *Educational Gerontology; *Elder Abuse; Gerontology; Higher Education; National Surveys
IDENTIFIERS- *Elder Neglect; *Faculty Attitudes; Program Characteristics

This study sought to: (1) investigate the degree to which course content on elder abuse and neglect is a part of higher education curriculums in aging; (2) determine which specific elder abuse and neglect course content is included in required and elective coursework; and (3) describe the attitudes of instructors toward including elder abuse and neglect course content in the overall curriculum. Completed questionnaires were received from 211 contact persons representing gerontology instructional programs that are members of the Association for Gerontology in Higher Education. The responses indicated that about 30 percent of all undergraduate courses and 40 percent of graduate courses offered included content on aging. Of those courses, only a small percentage included course content on elder abuse and neglect. The results indicate, however, that many programs provide students with the opportunity to attend classes in other instructional areas that cover elder abuse and neglect topics, although few require students to attend such classes. The majority of respondents felt that other problems facing the elderly, such as the unavailability of affordable

*United Kingdom

This collection of seven articles examines achievement-based resourcing (ABR), the concept that the funding of educational institutions should be linked to their success in promoting student achievement, with a focus on the application of ABR to postsecondary education in the United Kingdom. The articles include: (1) "Introduction" (Mick Fletcher), which discusses the current shortcomings and possible future directions of ABR; (2) "Achievement-Based Resourcing: Purpose and Prospects" (Richard Gorringe), which examines ABR in the context of the Further and Higher Education Act of 1992 and other national developments; (3) "A Credit-Based Resource Model for Further Education" (Peter Wilson), which outlines a credit-based model of postsecondary education designed to widen access, improve quality, and increase flexibility; (4) "Resourcing Tomorrow's College" (Mike Field), which examines several methods for the funding of postsecondary education; (5) "Are We Really Considering the Customers?" (Tony Webb), which examines the case for extending the training credits initiative to cover full-time postsecondary education; (6) "Achievement-Based Resourcing" (Lindsay Martin), which looks at the use of output-related funding by the Department of Employment; and (7) "Achievement-Based Resourcing: A College Manager's View" (Jenny Shackleton), which discusses the implementation of an ABR approach at Wirral Metropolitan College. (MDM)

ED 378 869 HE 028 018

Marsh, D. T.
Leadership and Its Functions in Further and Higher Education. Mendip Papers.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Administrators; *College Administration; Educational Administration; Foreign Countries; Leaders; *Leadership; *Leadership Qualities; Leadership Responsibility; *Leadership Styles; Postsecondary Education
IDENTIFIERS- *Educational Leadership

This paper examines the nature and function of leadership in the management of postsecondary educational institutions. It explains the need for studying educational leadership and reviews various theories on the nature of leadership. These include the trait, situational, social influence, functional (or action-centered), contingency, contextual, and strategic leadership theories. The paper then examines the transformational or empowering leadership cycle, which can serve as a model for educational leadership. This cycle emphasizes vision, action, and reflection. Finally, the paper discusses four dimensions of educational leadership: symbolic, political, managerial, and academic. (Contains 26 references.) (MDM)

ED 378 870 HE 028 019

Kedney, Bob; Saunders, Bob
Coping with Incapability. Mendip Papers.
PUB DATE- 93

Universities; Student Attitudes; Student Participation; *Student Projects
IDENTIFIERS- Community Service; *Service Learning; *Western Washington University

To document the extent and nature of community service activity by Western Washington University students, a survey was conducted of 1,513 individuals who received a bachelor's degree between Fall 1992 and Summer 1993. Almost half the students had participated in community service activities. These activities included internship experiences, service learning experiences that were course projects, and non-academic service projects. Most common service learning activities were in the social, health, and mental health services; other activities included volunteering in educational settings, on campus, or working for environmental goals. Students engaged in about 4,600 episodes of volunteer service during a typical school year. Most variation in rates of course-based service learning was explained by the different opportunities provided by different major fields. Individuals who volunteered more often were, typically, women, those whose goals emphasized service to society, and those whose goals did not emphasize income levels. Graduates felt that their service learning activities were extremely valuable in providing new awareness and personal self-improvement. The great majority of service learning participants felt that the university should "definitely" or "probably" increase community service opportunities. (JDD)

ED 378 890 HE 028 041

Financial Aid for Re-Entry Women Students: A Guide to Financial Resources.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; *Females; Grants; Higher Education; Nontraditional Students; *Paying for College; *Reentry Students; Scholarship Funds; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Pennsylvania

This booklet is designed to help Pennsylvania's re-entry female students find the best ways to finance a college education. It presents a "To Do" list with the following steps: (1) prioritize what is wanted or needed from an enhanced educational opportunity; (2) familiarize oneself with different types of federal, state, and local aid sources, including grants, loans, and federal work-study programs; (3) comprehensively research financial aid sources; and (4) campaign to have the institution of higher education accommodate one's needs. Financial aid sources are then listed, including central Pennsylvania scholarships/grants or awards, national scholarships/grants or awards, professional scholarships, directories of other sources, scholarship search firms, and telephone numbers of information services. (JDD)

ED 378 891 HE 028 042

Korb, Roslyn
Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions: Fall 1992. E.D. TABS.

PUB DATE- Aug 93
NOTE- 37p.; For the 1994 state summary, see HE 028 060.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College Bound Students; *College Freshmen; Community Colleges; Credits; Enrollment Rate; Grade Point Average; Higher Education; *High Schools; Private Schools; Public Colleges; Public Schools; *Remedial Instruction; State Colleges; Statistical Data; Student Characteristics
IDENTIFIERS- *Virginia

Statistical data on in-state, first-time freshmen at Virginia's four-year institutions and Richard Bland College, entering in 1992-93, are presented. The first table summarizes the academic performance of students for identified private high schools, by area. The second table summarizes the academic performance of students for identified public high schools, by school district. Data in each table include: number of first-time freshmen enrolled in fall 1992, number and percentage who took remedial courses, percentage who returned in the spring of 1993, median grade point average, number and percentage with grade point averages greater than 2.5, median credit hours, and number and percentage with credit hours greater than 30. (JDD)

ED 378 909 HE 028 060

Academic Performance Characteristics: In-State First-Time Freshmen at Virginia's State-Supported Institutions. 1993-94 State Summary.
PUB DATE- Aug 94
NOTE- 39p.; For the 1993 state summary, see HE 028 059.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Freshmen; Community Colleges; Credits; Enrollment Rate; Grade Point Average; Higher Education; *High Schools; Private Schools; Public Colleges; Public Schools; *Remedial Instruction; State Colleges; Student Characteristics
IDENTIFIERS- *Virginia

Statistical data on in-state, first-time freshmen entering Virginia's state-supported institutions of higher education in 1993-94 are presented. The first table summarizes the academic performance of students for identified private high schools, by area. The second table summarizes the academic performance of students for identified public high schools, by school district. Data in each table include: number of first-time freshmen enrolled in fall 1993, number and percentage who took remedial courses, percentage who returned in the spring of 1994, median grade point average, number and percentage with grade point averages greater than 2.5, median credit hours, and number and percentage with credit hours greater than 30. (JDD)

ED 378 910 HE 028 061

Ginsburg, Sigmund G., Ed.
Paving the Way for the 21st Century: The Human Factor in Higher Education Financial Management.
PUB DATE- 93
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General

gender pay gap for administrators, and cultures of decision making; (4) getting into administration and department chair positions, and women trustees; (5) campus safety and women presidents; (6) sex bias in athletics, resolving problems, professional support networks, and current research; (7) opening the Monterey Bay campus in the California State University system, tenure litigation, and grooming for campus leadership; (8) the "stained glass ceiling" limiting women's advancement at Catholic schools, single sex schools, and survival strategies for women administrators; (9) organizational models for gender equity on campus, handling hostile male students, and confronting conflict; (10) a California law requiring University of California to reveal the cost of sex bias suits, negotiation skills, and women in science and other male fields; (11) relations between women's centers and women's studies; sexual harassment, academic freedom, and due process, as well as negotiating for a higher salary; and (12) value differences and gender issues, getting and keeping a top student affairs post, and math anxiety. (JB)

ED 378 927 HE 028 101

Health Services Education Grants Act: Fiscal Year 1995 Grant Allocations.
PUB DATE- 7 Mar 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; College Students; Dentistry; Graduate Medical Education; Graduate Students; *Grants; Higher Education; Medical Education; *Minority Groups; Nursing; Nursing Education; Optometry; Pharmaceutical Education; Pharmacy; Podiatry; *Resource Allocation; *State Aid; State Legislation; State Programs; *Student Financial Aid
IDENTIFIERS- *Illinois

This report lists fiscal year 1995 recommended allocations of Illinois state funds appropriated to the Board of Higher Education under the Health Services Education Grants Act. These funds are appropriated to support the enrollment of Illinois residents in health professions education programs offered by nonpublic institutions including medical, dental, optometric, podiatric, pharmacy, allied health and nursing programs. Funds are also appropriated to support the enrollment of Black, Hispanic, and American Indian state residents. The tables show grant rates for residents and minority residents in each field, and allocation by institution with institutions grouped according to their type of program. Tables show total participants, state resident allocations, reductions, and recommended allocations. Appended are a statement and table showing final grant allocations under the "Illinois Financial Assistance Act for Nonpublic Institutions of Higher Learning" for fiscal year 1995. This program makes grants of direct financial aid to independent institutions in the state based on the number of full-time equivalent state resident students enrolled. (JB)

ED 378 928 HE 028 102

Independence or Interdependence: Can Government and Accrediting Organizations Get Along? 75th Anniversary Series.
PUB DATE- 93

DESCRIPTORS- Computer Networks; Distance Education; Educational Finance; *Educational Planning; Educational Policy; *Educational Technology; Elementary Secondary Education; *Financial Support; Futures (of Society); Program Evaluation; *Resource Allocation; School Districts; State Departments of Education; *State Programs; Technological Advancement; Telephone Surveys
IDENTIFIERS- *Southern Regional Education Board; United States (South)

Educational technology planning and investment activities in the 15 states of the Southern Regional Education Board (SREB) area are described. Information was gathered through an informal telephone survey, brief state reports, and a recent survey of state contacts. States that currently have educational technology plans locate central authority for educational technology planning in the state department of education, and they are adopting committee structures to perform planning activities. SREB states are using several funding strategies to implement their plans, but appropriation distributions vary from state to state. Most SREB states are planning to use technology to address access and equity problems, and most are planning for the probable influence of the Goals 2000 program on technology use. Some investment parallels exist among the states, namely in the development of statewide electronic networks and distance learning programs. A number of policy issues are apparent throughout the region, particularly with respect to responsibility and school district roles. Thirteen tables present state information. An appendix contains the state survey. (SLD)

ED 378 948 IR 016 962

Seels, Barbara
Classification Theory, Taxonomic Issues, and the 1994 Definition of Instructional Technology.
PUB DATE- 8 Feb 95
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Anaheim, CA, February 8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Concept Formation; Educational Research; *Educational Technology; *Educational Theories; Instructional Design; Models; Research Needs
IDENTIFIERS- Association for Educational Communications Tech

The implications of the 1994 Seels and Richey domain structure for instructional technology (IT) conceptual theory and classification systems, in general, for theory construction are explored. The historical evolution of domains in definitions of the field, the formulation of theory, the nature of taxonomies, the role of conceptual frameworks and theoretical systems, and the development of classification systems in IT with seven examples are discussed. It is concluded that without a taxonomic structure, it is impossible to progress towards conceptual frameworks or theoretical systems. The following recommendations are made to insure that 1994 definitional theory will meet the criteria of significance and usefulness: (1) sponsor an Association for Educational Communications and Technology (AECT) invitational symposium to address reactions to the domains, relationships between them, and taxonomic issues; (2) continue the relationship with Professors in basis of new marketing research. Appendixes include a reading club report card, an evaluation survey, and a list of reading club themes through 1995. (Contains 10 references.) (SLD)

ED 378 967 IR 055 330

Joynt, Jennifer Lynn
Video Reviews: A Content Analysis of Selections Appearing in "The Video Rating Guide for Libraries," "Booklist" and "Library Journal" for 1991.
PUB DATE- May 94
NOTE- 46p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Comparative Analysis; Content Analysis; Criteria; Decision Making; *Evaluation Methods; Librarians; *Library Material Selection; Literature Reviews; Periodicals; Videodisks; *Videotape Recordings
IDENTIFIERS- *Professional Journals; Video Reference Services; *Video Tape Reviews

A total of 450 video reviews in three journals, published in 1991, were randomly selected and examined through a content analysis, described and compared. This study was undertaken to answer the following questions: What do these journals provide for librarians who have to make informed decisions on video purchases? What criteria do the journals use to evaluate a video? Are there vital differences between reviews in different journals? "The Video Rating Guide for Libraries" makes reference to editing in over 75 percent of its reviews; the other two did not come close to this rate. "The Guide" also delivered substantially longer reviews written by people with a broad range of expertise. The reviewers of "Booklist" made more comparisons between the video under examination and those previously reviewed. An appendix presents codes for content analysis. (Contains 17 tables and 25 references.) (Author/SLD)

ED 378 968 IR 055 331

Sapir, Jeanne A.
Intergenerational Programming in Public Libraries in Western Pennsylvania.
PUB DATE- 15 Nov 94
NOTE- 43p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; *Age Groups; Attitude Change; Children; Community Programs; Financial Support; Generation Gap; *Intergenerational Programs; Library Facilities; *Library Services; Needs Assessment; *Older Adults; Program Development; *Public Libraries; Questionnaires
IDENTIFIERS- *Pennsylvania

The public library is a natural arena for intergenerational programs that can change "agist" attitudes by bringing older adults and youth together. This study determined the degree to which public libraries in western Pennsylvania perceive a need for programming for intergenerational programming, to what extent programs have been developed, and the success of the programs. Questionnaires were sent to 212 public libraries, and 121 (57%) were returned. It was found that while a majority of libraries perceived a need for intergenerational programming, references.) (MAS)

ED 378 988 IR 055 389

Service Data for Wisconsin Public Libraries--1993: A Companion to the Second Edition of the Wisconsin Public Library Standards. Bulletin No. 95150.
PUB DATE- Nov 94
NOTE- 16p.; For the first edition (1987), see ED 284 571. For the second edition (1994), see IR 055 390.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Benefits; County Libraries; *Data Analysis; Evaluation Methods; Library Acquisition; Library Expenditures; Library Materials; Library Personnel; *Library Planning; *Library Services; Library Standards; Library Statistics; *Needs Assessment; *Objectives; Population Distribution; *Public Libraries; User Needs (Information)
IDENTIFIERS- Wisconsin

Quantitative output measures for municipal and county public library services in Wisconsin provide points of reference for libraries to analyze their needs and establish primary service goals based on unique community-targeted services. Traditional input measures are also furnished, which produce various recommended targets, based on the size of the population the library serves. The data offered here represents a snapshot of certain conditions that existed at the end of 1993. Specific service data is analyzed, estimation methods for service population and per capita measurements are provided, and readers are instructed on applying appropriate measures. Service data analysis includes the following input measures: full time equivalent staff per 1,000 population; volumes held per capita; periodicals and audio and video recordings held per 1,000 population; acquisitions as a percentage of holdings (print); materials expenditures per capita (print and nonprint); and hours open. The libraries are divided into service level categories (basic, moderate, and advanced). The data is presented in 3 figures. (MAS)

ED 378 989 IR 055 390

Wisconsin Public Library Standards. Bulletin No. 95120.
PUB DATE- Sep 94
NOTE- 65p.; For the first edition (1987), see ED 284 571. For the companion to the second edition (November 1994), see IR 055 389.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Community Benefits; Community Services; Community Study; *Evaluation Methods; Library Administration; Library Collections; Library Facilities; Library Funding; Library Personnel; Library Planning; Library Role; *Library Services; *Library Standards; *Long Range Planning; *Needs Assessment; *Public Libraries; Public Relations; User Needs (Information)
IDENTIFIERS- Locational Analysis; Wisconsin

A locally developed long-range plan is the key to effective library service, and can account for circumstances unique to the service area that could not be anticipated from a statewide

problematic or not yet addressed in previous volumes: (1) monitoring instructor grading practices; (2) multiple measures; (3) validation of course prerequisites; (4) follow-up activities; and (5) information tracking systems. (KP)

ED 379 008 JC 950 065

Fink, Diana; Carrasquillo, Carmen
Managing Student Retention in the Community College.
PUB DATE- Jul 94
NOTE- 24p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Community Colleges; Program Effectiveness; *School Holding Power; Student Personnel Services; *Teacher Student Relationship; *Teaching Methods; Tutorial Programs; Two Year Colleges
IDENTIFIERS- *San Diego Miramar College CA

Several retention strategies have been developed at Miramar College in San Diego, California, to reduce attrition and enhance institutional effectiveness. One of these, the PLACe tutorial center, is dedicated to empowering students to attain educational success. In spring 1992, developmental English students who did not use the PLACe Center had a success rate (received an A, B, or C) of 36.56%, compared to PLACe students who had a success rate of 57.16%. Similarly, developmental math students who used PLACe services had a higher success rate (51.75%) than those who did not (40.05%). Student attrition has also been addressed in the campus-wide collaborative development of a "Student Retention Strategies Handbook," which contains: (1) 23 general campus-wide strategies focusing on efforts to increase students' awareness of procedures, services, and programs; facilitate student access to college services; and plan new events and innovative programs; (2) 24 strategies to be used by the instructor during the first few days of class to provide information regarding class expectations, college services, and facilities; and to create a supportive classroom environment through successful instructor-student interaction; (3) 21 strategies for instructors to implement throughout the semester designed to direct students to proper counseling and academic support and get them involved in campus event through class projects; (4) 28 teaching techniques that may help students attain their academic goals; (5) 15 ideas for improving teachers' interaction with disabled students, and preparing them and other students for tests; (6) 11 suggestions for ways in which administrators can support student retention; and (7) a list of resources at Miramar College where students can get help. The handbook is provided. (KP)

ED 379 009 JC 950 076

Anandam, Kamala
The Challenge of Institutionalizing Technology.

cultural differences and an appreciation of the contributions of individuals to society; (7) science and technology, including an understanding of roles in society and impact on daily life and the environment; and (8) wellness, including an awareness, understanding, and appreciation of the components of a healthy lifestyle. Each competency includes a list of related activities showing mastery of the competency. (KP)

ED 379 026 JC 950 102

California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96.
PUB DATE- Jul 94
NOTE- 806p.; For the planning handbook, tech prep program, modifications to the Governor's special services plan, and the memorandum of understanding between the State Board of Education and the Board of Governors of the California Community College; see JC 950 103-106, respectively.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Planning; Community Colleges; *Educational Finance; Educational Policy; Financial Support; Labor Force Development; *Program Administration; State Regulation; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California; *Carl D Perkins Voc and Appl Techn Educ Act 1990

Prepared by the California State Board of Education in response to requirements of the Carl D. Perkins Vocational and Applied Technology Education (VATEA) Act, this 10-chapter plan provides the basis for state operation and administration of VATEA funds for 1994-96. The first section describes state economics, demographics, employment rates, training programs, and funding priorities for 1994-96, while the second provides Education Division General Administration Regulations (EDGAR) certifications regarding the VATEA. Section III describes financial regulations and planned use of funds. Section IV focuses on state provisions for special populations, such as students with disabilities and the economically disadvantaged, while section V discusses the state's process when monitoring projects, services, and activities of eligible recipients. The sixth section describes initiatives related to single parents, displaced homemakers, single pregnant women, and sex equity. Section VII reviews planning considerations, section VIII describes program administration, while section IX addresses Title III programs. The final section focuses on the plan review process, including public hearings, review by agencies, and board responses. Appendixes include documentation of state council participation; local plan application and assurances; assurances of reviews and hearings; an inventory of tech prep programs; tech prep proposals and application forms; review forms for local education agency applications; modifications to the Governor's Coordination and Special Services Plan; sample interagency agreements; a memorandum of understanding between the Board of Education and the California Community Colleges Board of Governors; staff qualifications; and annual planning data. (KP)

ED 379 027 JC 950 103

A Planning Handbook: Developing the Local Plan/Application.
PUB DATE- 94
NOTE- 83p.; In: California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96;

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; Community Colleges; *Cooperative Education; Cooperative Programs; Foreign Countries; *Labor Force Development; Partnerships in Education; *School Business Relationship; *Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- Alberta (Fort McMurray)

While the average age of journeymen in Alberta, Canada is close to retirement, students wanting to learn skilled trades have difficulties finding companies that will hire them, meaning that there may not be enough apprentices and journeymen to replace retiring workers. To address this situation, Keyano College (KC) joined with 10 local businesses in 1992 to develop the Keyano College Community Cooperative Apprenticeship program for heavy mechanics, millwrights, welders, pipefitters, boilermakers, and automotive mechanics. The program brings students in at the first-year level and rotates them into four different companies for their work experience. In the first 2 years of the program, 39 students were in apprenticeships at 11 local businesses. While students are not guaranteed jobs at the end of the 4-year apprenticeship period, they will have the certification, skills, and experience necessary for employment. Benefits of the program include enthusiastic young trainees and experienced employees later for business, stronger relationships with the business community for KC, learning and employment opportunities for students, and closer contact for instructors to trends in business practices. In addition, the program is easily replicable, with similar programs being developed at Red Deer College (Alberta) and the Northern Alberta Institute of Technology. (Includes a list of businesses in the KC program.) (KP)

ED 379 044 JC 950 127

Baldwin, Anne
Are Miami-Dade Community College Leavers Actually Transferees to Other Educational Institutions? Information Capsule #94-07C.
PUB DATE- Dec 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; College Attendance; College Outcomes Assessment; *College Transfer Students; Community Colleges; Dropout Research; *Dropouts; Higher Education; Student Behavior; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

A study was conducted in December 1994 at Miami-Dade Community College (M-DCC), in Florida, to determine the current educational status of Associate in Arts (AA) and Associate in Science (AS) students identified as leavers in 1991-92. Results showed that of 8,475 M-DCC leavers: (1) 36% were considered to be employed in the state since they could not be found at an educational institution or on workers' compensation rolls; (2) 21.5% had transferred to another educational institution; (3) of these transfers, 74% were enrolled at state universities, 13% were at Florida private four-year institutions, and another 13% were at state community colleges; (4) for students who left an AA program, 26% transferred, with 76% of these attending public universities; (5) for students who left an AS program, 8% transferred, with 72% of these attending state universities and 28% attending state community colleges; (6) 95% of the AA leavers who enrolled in the state university system were for Low-Birthweight Premature Infants and Their Families: The Infant Health and Development Program" (Gross and others); and (18) "An Interactionist Perspective on Interventions with Low-Birthweight Infants" (Rauh and Brennan). Each chapter includes references. The book is indexed by author and subject. (TJQ)

ED 379 062 PS 022 603

Anandalakshmy, S., Comp.
The Girl Child and the Family: An Action Research Study.
SPONS. AGENCY- Ministry of Human Resources Development, New Delhi (India).
PUB DATE- 94
NOTE- 312p.; Separately published 44-page "Summary Report" is appended.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; Child Labor; *Children; Child Welfare; Elementary Secondary Education; Equal Education; Family Characteristics; *Females; Foreign Countries; Housing; Immunization Programs; Menstruation; *Parent Attitudes; Parent Child Relationship; *Sex Bias; *Sex Role; Socialization
IDENTIFIERS- *India

This report describes a nationwide study of female children and the family in rural India. The objectives of the study were to generate data on the situation of female children; to identify the major problems related to their status; to start a series of programs to help remedy those shortcomings; and to assist communities, and women in particular. Demographic data, including family migration, occupation, economic status, government programs received, housing, family structure, education, and occupation, were obtained. Chapter 1 describes the study's rationale, methodology, and conceptual framework. Chapter 2 provides a profile of households. Chapter 3 reports vast gender bias inherent in the socialization of children, including gender expectations, parent-daughter activities, and behavioral restrictions related to gender are reported. Chapter 4 presents data on school attendance, participation in extra-curricular activities, school facilities, dropouts, reasons for not attending school, parental levels of education, birth order and school attendance, and the view of female children's ideal level of education. Chapter 5 includes data on mother's health, immunization, nutrition, health treatment, appearance, and environmental factors. In chapter 6, survey results on menstruation knowledge, puberty rites, taboos, and restrictions are reported. Chapter 7 reports the percentage of female children performing economic activity. Chapter 8 includes six case studies and five brief case profiles. Chapter 9 presents the profiles of the geographical areas involved in this study. Chapter 10 summarizes findings, state policy and programs, and directions for action. (WP)

ED 379 063 PS 022 648

Roopnarine, Jaipaul L., Ed.; Carter, D. Bruce, Ed.
Parent-Child Socialization in Diverse Cultures. Annual Advances in Applied Developmental Psychology, Volume 5.
PUB DATE- 92
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Blacks; *Child Rearing; *Cultural Influences;

topic, is also included. (AA)

ED 379 080 PS 022 950

Sher, Margery Leveen; Fried, Madeline
Child Care Options: A Workplace Initiative for the 21st Century.
PUB DATE- 94
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Business Administration; Children; *Day Care Centers; *Educational Facilities Planning; Elementary Education; Employer Employee Relationship; *Employer Supported Day Care; Facility Requirements; School Age Day Care
IDENTIFIERS- Child Care Costs; *Child Care Needs

This book examines the business community's responsibility to aid employees and their families with child care. It provides information on why businesses should provide child care and how to plan and manage a work-place child care facility. The 11 chapters cover: (1) program design; (2) architecture; (3) playground design; (4) security; (5) financial systems; (6) permits and licensing; (7) equipment; (8) insurance; (9) administration; (10) marketing; (11) staff training; (12) income; (13) legal issues; and (14) curriculum. The book's nine appendices include: (1) a listing of companies with employer supported child care; (2) a listing of child care center liability insurance carriers; (3) a listing of state child care day care licensing offices; (4) and a sampling of architectural firms with child care center experience. Also included are sample worksheets to help evaluate the process of establishing a child care program. (SW)

ED 379 081 PS 022 951

Hatch, Amos; And Others
Appropriate Practices in Non-Mainstream Settings: Perspectives of Inner-City Early Childhood Educators.
SPONS. AGENCY- Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
PUB DATE- Nov 94
NOTE- 37p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Early Childhood Education; Inner City; Student Centered Curriculum; *Teacher Attitudes; Teacher Behavior; Teacher Effectiveness; *Urban Education
IDENTIFIERS- *Age Appropriateness; *Developmentally Appropriate Programs; Developmentally Inappropriate Programs

A collaborative study examined early childhood teachers' philosophies and practices as they pertained to developmentally appropriate practices and their influence on inner-city early childhood settings. Data were collected by recording conversations among five teachers. Excerpts indicate agreement over interrelated developmental areas, curriculum, teaching strategies, and parent-family relations, as suggested by developmentally appropriate practices and their successful framework includes summaries of the work of theorists and provides explanations about significant aspects of social, emotional, physical, and cognitive development. Significant developmental principles are discussed, and the normative development characteristics for 3-, 4-, and 5-year-old children are presented in the form of charts. The paper also examines the importance of understanding individual differences, and the teacher's responsibilities toward each child. Concluding comments are on the valuable role of play, and the influences of family, culture, and community on the development of the child. Contains 18 references. (BAC)

ED 379 100 PS 023 012

The Role of the Teacher in Assessing the Development of the Young Child. Kentucky Preschool Programs Technical Assistance Paper Number 2.
PUB DATE- 91
NOTE- 9p.; For other Technical Assistance Papers, see PS 023 011-018. Photos in document may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Checklists; *Child Development; Curriculum Development; *Evaluation Criteria; *Needs Assessment; Observation; Parent Conferences; *Preschool Children; Preschool Education; Recordkeeping; *Screening Tests; Student Evaluation
IDENTIFIERS- Authentic Assessment; Battelle Developmental Inventory; Brigance Diagnostic Inventories; Developmental Indicators Assessment Learning Rev; *Developmentally Appropriate Programs; Kentucky; Learning Accomplishment Profile

This technical assistance paper presents information designed to assist school personnel in assessing the strengths and needs of children and planning developmentally appropriate curriculum strategies. The first topic addressed is assessment strategies, which include developmental screening, diagnostic instruments, teacher observation, parent observation and interviews, reports from medical personnel, and reports from early intervention services. The second section suggests guidelines for assessing behaviors of young children. The next topic is observation and recordkeeping strategies, such as developing each child's portfolio and using checklists. A sample learning prescription is provided, illustrating how to summarize the information acquired through observation procedures. The final section of the paper presents assessment information to families and suggests strategies for acquiring additional information from parents through conferences. Contains 7 additional resources and 12 references. (BAC)

ED 379 101 PS 023 013

Program Planning. Kentucky Preschool Programs Technical Assistance Paper Number 3.
PUB DATE- 91
NOTE- 13p.; For other Technical Assistance Papers, see PS 023 011-018. Photos in document may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

the state gained and the number of places with high schools did not change. During 1950-70, population trends were the same, but a greater number of places lost their high schools to consolidation. During 1970-90, the state lost population, and the number of communities without a high school continued to increase. Data analysis revealed that half the communities with a high school gained a significant amount (5 percent or more) of population over 2 or more decades, and within the same time frame, three-fourths of communities without a high school were losing population. This study concludes that a community without a high school loses population faster when compared to all the towns losing population during the same time period. Contains seven references. (LP)

ED 379 118 RC 019 920

Garza, Dolly
Outdoor Survival Training for Alaska's Youth. Instructor Manual and Student Manual.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- 93
NOTE- 157p.; Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Instructional Materials; Intermediate Grades; Junior High Schools; *Learning Activities; Outdoor Activities; *Outdoor Education; *Rescue; Risk Management; *Safety Education; Teaching Guides; Tests
IDENTIFIERS- Alaska; Boating Safety; Emergencies; *Emergency Preparedness; Hypothermia; *Survival Skills; Survival Training; Water Safety

This document consists of illustrated instructor and student manuals developed to teach children outdoor survival skills. The curriculum was prepared for students in grades 5-7, but can be adapted to any grade level. The goal of the training is to increase students' chances of survival if they find themselves in emergency situations while boating, hunting, or hiking. The course is designed for a half-day in the classroom; a few hours at a pool or dock; and another full day building shelters, making signals, and collecting food. The manuals are used most effectively in southeastern Alaska, but can be adapted to other parts of Alaska and the north. The instructor's manual consists of seven chapters covering mental and physical preparation for outdoor trips and emergencies, seven steps to survival, building a survival kit, cold water survival skills, personal flotation devices and survival suits, and an outdoor survival practical. Each chapter includes goals and objectives, materials, presentation plan, introduction, additional reading materials, and quizzes. The instructor's manual also includes teaching agendas, additional references for instructors, videos, and student reading materials. The student manual includes abbreviated text of chapters found in the instructor's manual, illustrations, and reading materials. (LP)

ED 379 119 RC 019 923

Compartiendo la Ciencia con los Ninos: Una Guia para los Padres (Sharing Science with Children: A Guide for Parents).
PUB DATE- 93

Pacific Basin and Native Hawaiian Students with Disabilities. Appendix G.
PUB DATE- 92
NOTE- 47p.; In: Implementation of the Individuals with Disabilities Education Act. Fourteenth Annual Report to Congress; see ED 347 779.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Differences; Delivery Systems; *Disabilities; *Disadvantaged; Elementary Secondary Education; Geographic Isolation; *Hawaiians; Higher Education; Limited English Speaking; Migrant Children; *Migrant Education; *Pacific Americans; Preschool Education; *Special Education; Teacher Education
IDENTIFIERS- *Individuals with Disabilities Education Act

This appendix to the 14th annual report on implementation of the Individuals with Disabilities Education Act contains reports on progress in addressing the needs of two special populations: migrant students with disabilities and Native Pacific Basin and Native Hawaiian students with disabilities. Migrant students with disabilities tend to have additional disadvantages that complicate service delivery, including poverty, limited English proficiency, residence in rural areas where services are limited, disruptions to service delivery and needs assessment due to mobility, lack of parental involvement, and shortages of qualified teachers and other personnel. Recommendations for improving service delivery to this population include development of appropriate teacher education programs, expanded data collection, development of assessment instruments for language-minority limited-English-proficient students with disabilities, improving communication between sending and receiving school districts, reassessment of the Migrant Student Record Transfer System, interagency cooperation, and inclusion of bilingual migrant staff members. Native Pacific Basin students with disabilities also have additional disadvantages: geographic isolation, language and cultural differences, very limited financial resources, and shortages of trained educators. Issues related to cultural and linguistic differences are also relevant for Native Hawaiians. Interagency cooperation in the provision of services and innovative approaches to programming have shown some promise in the Pacific region. However, additional data and research are needed. The two reports contain 65 references. Data tables detail numbers and percentages of students receiving special education services, by disability. (SV)

ED 379 136   RC 019 991

Study of Special Populations: Native American Students with Disabilities. Chapter 7.
PUB DATE- 94
NOTE- 44p.; In: Implementation of the Individuals with Disabilities Education Act. Sixteenth Annual Report to Congress; see ED 373 531.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; Delivery Systems; *Disabilities; *Disadvantaged; Elementary Secondary Education; *Federal Programs; Higher Education; Preschool Education; Public Schools; *Special Education; Teacher Education; Teacher Shortage

are: (1) a listing of major shifts in emphasis from current programs, (2) Idaho goals for mathematics, (3) questions and answers on performance-based education, (4) curricular frameworks and alignment, (5) a mathematics goals/exit performance standards matrix, (6) mission and vision statements, and (7) position statements on vocabulary, resource availability, calculator usage, and staff development. Contains 23 references. (MKR)

ED 379 157 SE 055 768

Forsten, Char
Teaching Thinking and Problem Solving in Math: Strategies, Problems, and Activities.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Elementary Education; Heuristics; *Learning Strategies; *Mathematics Instruction; *Problem Solving; *Thinking Skills
IDENTIFIERS- *Mathematics Activities

This book addresses different types of thinking, including critical, creative, and analytical, and presents a variety of problem-solving strategies, along with specific ways they can be taught to students. The main emphases of the book are thinking and mathematics, problem solving, and the application of computational skills. The problem-solving model and guided thinking activities, in the form of case studies, can be used to supplement most mathematics programs. Chapters include: "Getting Ready for Problem Solving," "Getting Started by Investigating the Problem," "Understanding Problem Solving Strategies," "Applying the Strategies: Problem Solving Activities," and "Moving On with Problem Solving: Guided Thinking Activities." A list of recommended children's books, problem-solving books, and professional books is included. (MKR)

ED 379 158 SE 055 775

Dujari, Anuradha Sodhani
The Effect of Two Components of the Dimensions of Learning Model on the Science Achievement of Underprepared College Science Students.
PUB DATE- Dec 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Black Colleges; Classroom Research; *College Preparation; *College Science; *College Students; Effect Size; Higher Education; High Schools; Science Education; Scientific Concepts; *Undergraduate Study
IDENTIFIERS- *Science Achievement

Learning science is complex and difficult for many students and their understanding of science concepts and processes may be inaccurate or lacking. In an effort to improve the science achievement of underprepared students enrolled in a general science course, an integrative instructional model, "Dimensions of Learning" was used. Since acquiring and integrating knowledge (Dimension 2) and extending and refining knowledge underlying Russia's ongoing political turmoil. The background reading prepares students to assess Russia's policy choices. Part 1 surveys four key periods of reform in Russian history, ranging from the reign of Peter the Great to the Gorbachev era. Students are called upon to weigh the implications of past reform efforts for Russia's current situation, and also to appreciate how Russians view their history. Part 2 reviews the momentous changes that have taken place in Russia since the collapse of the Soviet Union, focusing in particular on economic reform, new political thinking, and Russia's evolving international relations. The unit includes a lesson plan and student activities. The unit opens with student role playing the four historical figures from Part 1. (Author/DK)

ED 379 178 SO 024 100

Hadler, Sandra
Turkey: Women in Development. A World Bank Country Study.
PUB DATE- 93
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; *Demography; *Economic Development; Educational Policy; Elementary Secondary Education; *Females; Foreign Countries; Higher Education; *Human Geography; Public Health; *Social Change; Social Science Research; *Social Services
IDENTIFIERS- *Turkey

This report is intended to serve as the basis of the World Bank's support to the government of Turkey in the implementation of its policies to enhance the participation of women in the economic development process. The report provides background information on the situation of women in Turkey, including legal and health issues, and examines government strategies to incorporate women into national policies and programs. The main focus of the report is on increasing and raising the quality of women's participation in the labor force. To this end, the report gives particular attention to enhancing women's labor skills and income earning potential through education, technical training, and credit; and to opening their access to higher paying jobs in industry and agriculture. Turkey can benefit significantly in terms of increased productivity, enhanced family welfare, and reduced population growth by focusing more on the development potential of its women. The report advances three general propositions: (1) investments in women will promote economic development. Because of the critical role women play in their family's health and nutrition, and in the education of children, the benefits from investment in women's development tend to be spread more widely throughout society and across generations; (2) women contribute far more to the economy and to the family than is reflected in official statistics. Recognizing this will help policymakers in making informed decisions on resource allocation; and (3) easing the cultural and traditional constraints on women's productivity would lead to increased productivity and incomes. Includes numerous tables. Contains approximately 200 references. (DK)

ED 379 179 SO 024 106

Parker, Franklin
Educational Philanthropist George Peabody (1795-1869): Photos and Related Illustrations in Printed Sources and Depositories.

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Law Related Education; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Northport East Northport Union Free School Dist NY; PATCH Law Program; *Supreme Court; United States Constitution

This constitutional casebook is the outcome of the P.A.T.C.H. Law Program of the Northport-East Northport Union Free School District in New York. The casebook provides students and teachers in grades 7, 8, 11, and 12 with a summary review of the 22 cases mentioned in the New York State Regents' 11th grade "U.S. History and Government" syllabus and an additional 29 cases that support a better understanding of U.S. hisotry and government. Summary charts outline the syllabus and include the constitutional cases mentioned in it as well as additional cases that enrich students' knowledge. Among the cases reviewed are landmark decisions such as Marbury v. Madison, McCulloch v. Maryland, Dred Scott v. Sanford, Plessy v. Ferguson, Brown v. Board of Education of Topeka, Mapp v. Ohio, and Gideon v. Wainwright. For each case, the casebook lists the citation number, the judicial concepts involved, the facts of the case, the legal issues, and the court's opinion. The appendices include a pre- and post-test, a glossary of constitutional terms, and the U.S. Constitution. (JD)

ED 379 198 SO 024 694

North Dakota Visual Arts Curriculum Guide, Grade 7-12.
PUB DATE- Feb 91
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; Art Activities; Art Appreciation; Art Criticism; *Art Education; Art History; Discipline Based Art Education; Evaluation Criteria; Secondary Education; *Secondary School Curriculum; State Curriculum Guides; *Visual Arts
IDENTIFIERS- *North Dakota

This document is the secondary level visual arts component of the North Dakota Arts Curriculum Project. After a presentation of the philosophy, goals, and objectives for the visual arts program, the guide is organized into four sections. The first section, "Visual Arts Program Components," presents an overview of educational considerations, the criteria for a balanced program, and the required content areas: aesthetics, art criticism, art history, and art production. Explanations of these four content areas and other basic art knowledge information are provided. The second section, "Areas of Study," presents the selected subject areas to be covered: drawing, painting, ceramics, sculpture, printmaking, and art history/appreciation. Each subject area presented includes information regarding: (1) definition; (2) performance; (3) objective; (4) suggested media/material; (5) techniques and methods; (6) subjects of study; (7) suggested strategies; (8) terminology; (9) sample lesson plans; (10) learner outcomes, and (11) bibliography. The sample lesson plans include: performance objectives; time allotment; materials; procedure; assessment; exploration; and artists/art appreciation applications. The learner outcomes give expected results for both junior high and senior high students. The third section, "Curricular Concerns," includes curricular related information on: evaluation; students with special needs; careers in art;

(JDD)

ED 379 215 SP 035 700

Huyett, Pat, Ed.
Portfolio Practices in the Composition Classroom: A Study Conducted at University of Missouri-Kansas City.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College English; English Departments; English Instruction; Evaluation Methods; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); *Student Evaluation; *Writing (Composition)
IDENTIFIERS- *University of Missouri Kansas City

The use of portfolio assessment by composition instructors in the Department of English at the University of Missouri-Kansas City is described. Based on a survey of instructors, conducted in the spring of 1994, the paper examines: (1) who determines what goes into the portfolio, (2) how students are assessed throughout the term, (3) features looked for when reviewing student papers, (4) frequency of student conferences, (5) grading techniques, (6) differences in teaching or in student responses due to use of portfolios, and (7) advantages and disadvantages of portfolio assessment. The teachers felt that students became less dependent on the teacher and more self-reliant about writing. Advantages included students not worrying about grades, teachers seeing improvements in students' work, students taking responsibility for their own work, and students applying what they have learned. Disadvantages included the paperload at the end of the semester, students not knowing how they are progressing during the semester, the chance that teachers may evade their responsibility to evaluate students' work throughout the term, and the worry teachers have that they may be accused of grade inflation. (JDD)

ED 379 216 SP 035 702

Ross, John A.
Beliefs That Make a Difference: The Origins and Impacts of Teacher Efficacy.
PUB DATE- Jun 94
NOTE- 45p.; Paper presented at the Annual Meeting of the Canadian Association for Curriculum Studies (Calgary, Alberta, Canada, June 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Institutional Characteristics; *Outcomes of Education; Research Needs; Research Problems; Self Concept; *Self Efficacy; *Teacher Characteristics; *Teacher Effectiveness

After analysis of 88 studies of the antecedents and consequences of teacher efficacy, it was found that personal attributes and organizational characteristics were associated with higher teacher efficacy. There was consistent evidence that teacher efficacy influences teacher and student outcomes. Higher efficacy was associated with: being female, the teacher's attribution of student success and failure to forces within tolerance and moral agency, they ultimately would see that students must learn to tolerate all cultural features compatible with moral agency and learn not to tolerate any that are incompatible with moral agency. (Contains 11 references.) (JB)

ED 379 233 SP 035 738

Briscoe, Felecia M.
Human Services Reform and Education: Constructed Identities and Freedom?
PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counselor Client Relationship; Higher Education; *Human Services; Individual Power; Institutional Administration; *Organizational Change; Power Structure
IDENTIFIERS- Foucault (Michel); *Identity (Psychological); Identity Formation; Immunology; *Reform Efforts; West Virginia

This paper examines and analyzes a Human Services reform initiative in West Virginia and shows how various components responded to the reform particularly in identity construction. The analysis used an immunological metaphor within a Foucauldian understanding of power and knowledge. The study gathered data through participant and observer interaction with the ongoing reform effort including interviews, document analysis, attendance at meetings, and work compiling an assessment of the local region. The study analysis looked at the strategies by which the reform was working to be accepted as "Self" by the system and then how the acceptance of the reform acted to identify and give identity to the clients as both "Self" and "Other." Among the conclusions were: (1) due to emphases on collaboration and local decision making the reform initiative was in the process of being incorporated into the existing system; and (2) the client became a semi-component of the system under which he both conditioned and was conditioned by it. From the Foucauldian and immunological perspective the incursion of power on the construction of the client's self seemed almost overwhelming. Some changes were advocated including making the power relations between the client and other components more equivalent and recognizing the many ways in which the client's identity is fostered by the system. (Contains 15 references.) (JB)

ED 379 234 SP 035 739

Johnson, Jessie
Adaptation of Curriculum, Instructional Methods, and Materials Component, Instructional Assistant Program, 1992-93. Ohio Disadvantaged Pupil Program Fund, Final Evaluation Report.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Inservice Education; Kindergarten; *Language Arts; Postsecondary Education; Primary Education; Program Effectiveness; Program Evaluation; Reading Instruction; *Remedial Instruction; *Supplementary Education; *Teacher Aides; *Underachievement; Writing Instruction
IDENTIFIERS- Columbus Public Schools OH

The Instructional Assistant Program, funded by the Ohio to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 789 FL 022 556

Mixteco de Santa Maria Penoles, Oaxaca (Mixtec of Santa Maria Penoles, Oaxaca).
PUB DATE- 77
NOTE- 154p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Mixtec
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- re point for detailed study. Ea phonology, morphophonemics, grammar, and vocabulary of the la,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mexico; *Mixtec

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken Archivo de Lenguas Indigenas de Mexico. This volume contains information on Mixtec, an indigenous language of Mexico spoken in Santa Maria Penoles in the state of Oaxaca. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. Questionnaires designed to elicit responses that would reveal the linguistics, the vocabulary, grammar and syntactic material were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 790 FL 022 557

Chocho de Santa Catarina Ocotlan, Oaxaca (Chocho of Santa Catarina Ocotlan, Oaxaca).
PUB DATE- 77
NOTE- 174p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Chocho
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- study. Each volume deals with morphophonemics, grammar, and vocabulary of the langua,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish;

DESCRIPTORS- Classification; Discourse Analysis; *English; Fiction; Foreign Countries; *Language Variation; *Linguistic Borrowing; Regional Dialects; Semantics; *Vocabulary
IDENTIFIERS- Ellipsis; *Ghana

An analysis of lexical innovation in Ghanaian English uses ten linguistic categories identified in earlier research on Nigerian English, offering an explanation of each category and a number of examples. The categories include: loanshifts (English words manipulated to produce and transmit meanings beyond purely denotative reference and conveying a range of emotional, attitudinal, and symbolic content); semantic underdifferentiation (neutralization of emotive distinctions between lexical items); lexico-semantic duplication and redundancy ("couldn't be able to"); ellipsis (headword deletion in a nominal group structure); conversion (use of noun as a verb); clipping (subtraction of one or more syllables from a word); acronyms; translation equivalents (translation of native language usage into English); analogical creation formation of new words on the basis of partial likeness or agreement in form or sense with existing words in English); and coinages (invention of lexical items that expand the contextual usefulness of English. Four stages of creation and adoption of lexical innovation are also identified: non-recognition of the local variety; expanding usage; gradual acceptance as the norm; and recognition. Contains 21 references. (MSE)

ED 378 811 FL 022 692

Kuo, Sai-hua
Verbal Playfulness as a Rapport-Building Strategy in Conversation among Chinese Female Friends.
PUB DATE- 94
NOTE- 22p.; Paper presented at the Sociolinguistics Symposium (10th, Lancaster, England, United Kingdom, March 23-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Females; Foreign Countries; *Interaction Process Analysis; Interpersonal Relationship; Intimacy; *Play; Self Concept; *Self Disclosure (Individuals); Self Expression; *Verbal Communication
IDENTIFIERS- *Chinese People

This study investigated verbal play, including teasing and self-mocking in a naturally occurring conversation, among four Chinese female friends. The study illustrates how these speakers engage in teasing activities and then discusses the implications and significance of verbal play. Examples are taken from a casual, playful conversation participated in and taped in the summer of 1990 during a 2-hour lunch at a restaurant in Tapei, Taiwan. A recurrent topic for teasing is the speech style of two of the participants. Some of the teasing is rude and face-threatening. The four women repeatedly mocked themselves or playfully put others down. The target of teasing tended to agree or even elaborate when being degraded. In an informal conversation, participants who are intimate and share common history with one another tend to share the same "interactive frame." Speech acts that are intrinsically face-threatening can be offered and received as "play." Women can be the initiators as well as the receivers of humor. It is concluded that communicative strategies should be interpreted in terms of interactive frame rather than gender or politeness considerations. (Contains 16 references.) (CK) characteristics. These are: (1) that the constructions only appear in generic sentences, and (2) that they disallow "by"-phrases of the type found in passive sentences. It is argued that the French spoken in eastern Canada and the Spanish spoken in Madrid undermine both of these assumptions. Based on data from those varieties and five additional considerations, it is concluded that Romance middle constructions are associated with a structure similar, but not identical, to one in which there is a "pro" internal to the verb phrase that bears the external theta-role. This account is shown to accommodate not only the full range of micro-parametric variation but also offer an explanation for the generic constraint at work in most dialects of Romance languages. Contains 39 references. (MSE)

ED 378 832 FL 022 756

Atawneh, Ahmad
The Syntactic Features of English Spoken by Advanced Bilingual Arabs.
PUB DATE- 94
NOTE- 26p.; Paper presented at a Conference on World Englishes Today (Urbana, IL, March 31-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabs; Bilingualism; Cultural Context; Educational Attainment; *English (Second Language); Foreign Countries; Immigrants; *Language Patterns; *Language Variation; Prepositions; *Regional Dialects; *Syntax; Tenses (Grammar); Time Factors (Learning); Verbs
IDENTIFIERS- Indirect Questions; Relative Clauses; United States

A study examined the English syntactic problems persistent in the performance of educated Arabs living in the United States for an average of 5 years. The study is seen as significant because it reflects the features that distinguish the Arabs' English as a performance variety that develops where English is used as a foreign language. Subjects were 15 bilingual Arabs, either graduate students or educated individuals engaged in business. Data were gathered in three tasks: a multiple-choice test of verb forms; a translation task; and a picture description task. Results indicate performance problems in the areas of: (1) tense agreement; (2) relative clause construction; (3) indirect questions; (4) perfective tenses; and (5) use of prepositions. It was also found that the degree of deviation in these areas depends on both the amount of time spent in the United States and the educational level of the speaker; the longer the time spent in the United States and the higher the academic achievement level, the less deviation observed. These results are also compared with findings of previous research. The three tasks are appended. Contains 26 references. (MSE)

ED 378 833 FL 022 757

McCollum, Pam
Language Use in Two-Way Bilingual Programs.
PUB DATE- Feb 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Case Studies; *Classroom Communication; Educational Objectives;

long-term care, deteriorating physical and mental health, and poverty, were more serious than elder abuse and neglect. (MDM)

ED 378 851 HE 027 998

Shaughnessy, Michael F.; And Others
The Split "T" Offense Versus the Full Court Press: Implications for Higher Education.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Advising; College Faculty; *College Instruction; Committees; *Evaluation Methods; *Faculty Evaluation; *Faculty Publishing; Faculty Workload; Higher Education; *Noninstructional Responsibility; Productivity; Publish or Perish Issue; *Research; Scholarly Journals; Summative Evaluation; Teacher Attitudes

This paper addresses difficult issues in evaluation of college faculty for scholarship, teaching, and service particularly noting areas that trouble faculty themselves. A section on evaluation of teaching notes long standing debate and disagreement. This section then lists many of the central questions around evaluation of teaching and notes that some faculty pay little attention to teaching in order to focus more on research and scholarship. A discussion of evaluation of scholarship considers the following issues: the problems of publishing; the difficulty of placing articles with reputable journals; the different status and quality levels of conferences where papers are presented; the difficulty of evaluating the quality of published pieces; the possibility of faculty working with presses in a relationship where the author virtually pays to have his or her book published; and the mining of data from vast research projects for information of perhaps questionable usefulness. The section on evaluating faculty service to the institution describes the very extensive time demands of advising and committee work and the difficulties connected with effectively evaluating such work. A final section notes that often the administrators evaluating a faculty member's research productivity do not have the expertise to accurately assess scholarship. (JB)

ED 378 852 HE 027 999

Chapel, Edward V.
Evaluation of The Brooklyn College Learning Center (BCLC).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College Students; Compensatory Education; Educational Technology; Faculty Development; Guidance Centers; Higher Education; Learning Laboratories; *Learning Resources Centers; Program Development; Program Effectiveness; *Program Evaluation; School Holding Power; *Study Centers; *Supplementary Education
IDENTIFIERS- *City University of New York Brooklyn College

This report describes the development of the Brooklyn (New York) College Learning Center (BCLC), which provides direct academic support services to students, staff development services, and

NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; *Competence; Court Litigation; *Employees; Employer Employee Relationship; *Faculty; Foreign Countries; *Institutional Role; *Job Performance; *Personnel Evaluation; Postsecondary Education
IDENTIFIERS- *United Kingdom

This paper examines methods that postsecondary institutions can use to cope with faculty and staff incapability, focusing on schools and practices in the United Kingdom. It first discusses the nature and scale of faculty/staff incapability in the United Kingdom, reviewing relevant court decisions. It then examines administration responses to incapability that may result from incompetence, short-term sickness, and long-term illness. The paper suggests that administration responses to incapability need to address the purpose of action, coverage, stages, time limits, appeals, sanctions, and records. It also discusses the conduct of review panels, investigations, and hearings, as well as the relevance of communication, training, and collective bargaining agreements. Appendices offer guidelines and procedures for decision-making in determining incapability. (Contains 15 references.) (MDM)

ED 378 871 HE 028 020

Kedney, Bob; Davies, Trefor
Opportunity Analysis and Selection: 50 or More Ways To Reduce Costs. Mendip Papers.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; Capital Outlay (for Fixed Assets); *Check Lists; *College Administration; *Cost Effectiveness; Costs; *Educational Finance; Financial Problems; Foreign Countries; Postsecondary Education; Retrenchment; Staff Utilization
IDENTIFIERS- *Cost Containment; Cost Management; *United Kingdom

This paper discusses activity analysis and the identification of options as the first two stages of a structured approach to achieving budget savings at postsecondary institutions, focusing on schools and practices in the United Kingdom. It presents five checklists of opportunities for reducing spending and controlling costs. The checklists cover: (1) management staff costs; (2) other staff costs (including staff changes, resignations and dismissals, new appointments, and contractual changes); (3) capital assets costs; (4) non-staff recurrent costs (including security, insurance, utilities, catering services, professional services, finance and contract management, purchasing, examinations and validation, publicity and marketing, staff development, expense accounts, and hospitality); and (5) costing and pricing. The paper concludes that postsecondary institutions can eliminate waste and better utilize their limited resources through an analysis of their activities that focuses on the identification of possible

PUB DATE- Jan 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical
(143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Freshmen; Differences; *Enrollment; Higher Education; *In State Students; *Migration; Migration Patterns; Nontraditional Students; *Place of Residence; Regional Characteristics; *Student Mobility; Tables (Data)
IDENTIFIERS- Integrated Postsecondary Education Data System

This report presents 10 tables of data on the residence and migration of first-time college freshmen in the fall of 1992 using data from the residency portion of the "Fall Enrollment" survey of the Integrated Postsecondary Education Data System (IPEDS). The data are presented by state, by control and level of institution, for all first-time freshmen, and separately for first-time freshmen who graduated from high school in the 12 months prior to the fall of 1992. The IPEDS residence report for fall 1992 accounted for 2.099 million first-time freshmen. Almost 350,000 of these freshmen (17 percent) migrated between states. Other highlights of the data include the following: (1) the percent of first-time freshmen who left their state to attend college varied considerably by state ranging from a low of 6.4 percent in Utah to a high of 52.9 percent in the District of Columbia; (2) in Rhode Island and Vermont over half the classes of first-time freshmen were from out of state; and (3) first-time freshmen who had graduated from high school in the 12 months prior to the fall of 1992 comprised only about 67 percent of the total class of first-time freshmen. Appendixes describe the survey and offer information on study methodology. (JB)

ED 378 892 HE 028 043

Morra, Linda G.
Department of Education: Opportunities To Realize Savings. Testimony before the Subcommittee on Labor, Health and Human Services, Education, and Related Agencies, Committee on Appropriations, House of Representatives.
PUB DATE- 18 Jan 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Budgets; Educational Finance; Elementary Secondary Education; Federal Aid; *Federal Government; *Federal Programs; Financial Exigency; Higher Education; Program Termination; *Retrenchment; Student Financial Aid
IDENTIFIERS- *Department of Education; Elementary Secondary Education Act Title I; Family Education Loan Program; Pell Grant Program

Linda G. Morra of the General Accounting Office testified on possible savings in the Department of Education in order to assist the House of Representatives' Appropriations Committee as they considered budget reductions and rescissions. Morra testified first on the need to reexamine programs previously suggested by the Department of Education for elimination because they duplicate other programs, their purposes are already achieved, or they are more appropriately funded through non-federal resources. Next Morra offered evidence on potential funding reductions in higher education programs. These included reductions to the Federal Family Education Loan and Direct Student Loan programs, efficiencies in the Pell Grant Program,

(020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Collective Bargaining; *Compensation (Remuneration); Educational Finance; *Employment Practices; *Financial Policy; Higher Education; Human Resources; Information Systems; Leadership; *Money Management; Organizational Change; Personnel Directors; *Personnel Management; *Personnel Policy; Retirement Benefits; School Business Officials

This book presents human resources issues that will affect the financial management of colleges and universities as they move into the 21st century. It examines how business managers and human resources managers must balance human resources management policies and practices against the financial demands on the institution. It discusses the importance of organizational culture to the success of a college or university and to the successful management of human resources concerns. Part 1, Preparing for a New Era, views human resources management in the context of financial stability, organizational change, the need for leadership, and a diverse workforce. Part 2, Work Issues, focuses on issues affecting individual employees and the organization's ability to recruit, motivate, retain, evaluate, and realize the most that it can from the skills, knowledge, and drive of its employees. Part 3 covers compensation issues: salary, health benefits, other benefits, and retirement programs. Part 4, Departmental Issues, discusses factors that shape human resources management, policies, and practices: collective bargaining, information systems, and the changing nature of human resources administration. Contains a bibliography of 88 items. (Each chapter contains references.) (JDD)

ED 378 911 HE 028 062

Meisinger, Richard J., Jr.

College and University Budgeting: An Introduction for Faculty and Academic Administrators. Second Edition.

PUB DATE- 94

NOTE- 205p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Deans; Administrator Role; *Budgeting; *Budgets; Capital Outlay (for Fixed Assets); *College Administration; Economic Factors; Higher Education; *Money Management; Operating Expenses; Policy Formation; Political Influences; *Resource Allocation; Retrenchment; Risk

This book is designed to help college/university faculty and academic administrators become more constructive and knowledgeable participants in the budgetary process. Chapter 1 introduces budgets and the budgetary process, with an explanation of the importance of budgeting in policy making, Chapter 2 discusses economic and political contexts of budgeting and describes the framework for the budgetary process both on and off campus. It addresses the importance of enrollments as a major factor in resource issues, sources of funds, how state and local governments differ with respect to wealth and willingness to tax wealth, and other issues. Chapter 3 identifies factors that distinguish the budgetary process of one institution from that of another, focusing on capital

NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Accrediting Agencies; Agency Cooperation; Federal Government; *Federal Legislation; *Federal Regulation; Government Role; Government School Relationship; *Higher Education; Partnerships in Education; Policy Formation; Public Agencies; Public Policy; State Regulation
IDENTIFIERS- *Department of Education; *Higher Education Act Amendments 1992; Middle States Association of Colleges and Schools

This publication reports on two December 1993 events of the Commission on Higher Education events which addressed the reauthorized Higher Education Act and regulations to be issued by the Department of Education during January 1994. The first event described in the report featured United States Secretary of Education, Richard W. Riley. The report from that event also includes Leon M. Goldstein's short introduction of Secretary Riley followed by the text of Riley's remarks titled "Reforms, Accountability, and Partnerships in an Age of Transition." This is followed by his responses at a question-and-answer session to queries on such topics as the purpose and value of unannounced visits to institutions and administration ideas for fostering partnerships between secondary and postsecondary institutions. The report from the panel on "Living with More Regulation," a discussion of regulations flowing from the Higher Education Act, contains "An Overview of the Legislation" (Terry W. Hartle); "The Impact of Flawed Legislation" (Patricia McGuire); "Less Passive and More Active Accrediting Agencies" (David Rhodes); "Rulemaking at the Federal and State Levels" (Jane Stockdale); and "Concluding Observations" (Terry W. Hartle). An appendix contains the guest list for the meeting with Secretary Riley. (JB)

ED 378 929 HE 028 103

Perspectives and Accomplishments, 1993-1994: Annual Report of the Executive Director.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Annual Reports; Articulation (Education); Educational Quality; Federal Government; Federal Legislation; Federal Regulation; Foreign Countries; Government School Relationship; Higher Education; Information Literacy; Institutional Cooperation; International Education; International Organizations; Policy Formation; Public Agencies; School Policy; State Regulation; Transfer Policy
IDENTIFIERS- Accreditation Standards; Department of Education; Higher Education Act Amendments 1992; *Middle States Association of Colleges and Schools

This annual report by the Commission on Higher Education's details progress toward goals and objectives, annual statistics, and key issues in accreditation and quality assurance. A recurring theme of the report and the year it covers is the changing relationship between accrediting agencies and the federal and state governments, specifically in light of the Higher Education Act amendments of 1992. Following an opening message from the executive director, the first

Instructional Design to explore taxonomic issues; (3) arrange divisional discussions concerning domains and taxonomic development; (4) identify research needs and pursue through integrative research reviews, cognitive mapping, or descriptive research; and (5) practitioners with domain expertise should pursue taxonomic issues. Five illustrative figures are included. (Contains 65 references.) (MAS)

ED 378 949 IR 016 963

Hanson, Gordon P.
Instructional Telecommunications: A Resource and Planning Guide. Bulletin No. 95171.
PUB DATE- Jan 95
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Uses in Education; Curriculum Development; Distance Education; *Educational Media; *Educational Planning; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Multimedia Instruction; Needs Assessment; Program Implementation; *School Districts; Technological Advancement; *Telecommunications
IDENTIFIERS- Information Superhighway; Wisconsin

The educational uses of familiar technologies such as telephones, computers, television sets, videocassette recorders, and radios as well as more sophisticated technologies like satellites, microwave television, and fiber optic systems are discussed. This guide explains how these telecommunication technologies operate, explores the possibilities they hold for the future of education in Wisconsin, and details how school districts can plan to incorporate them into their curricula. Topics include: (1) an overview of the education superhighway; (2) the origin and definitions of instructional telecommunications, with a focus on distance education; (3) current and potential instructional telecommunications uses in Wisconsin; (4) an analysis of the characteristics of each technology and examples of instructional uses in Wisconsin; (5) the need for a district plan and matching needs with technologies; (6) steps in the creation of the district plan; (7) plan implementation; (8) evaluation of the district plan and the implementation process; and (9) modification of the plan and implementation. Appendices include: instructional telecommunications and state and regional agencies; online services and networks; sources of cable TV and satellite programming; teaching through interactive television; instructional telecommunications technologies assessment instrument; plan and implementation process checklist; and a glossary of terms. (Contains approximately 70 references.) (MAS)

ED 378 950 IR 016 965

Kari, Jouko; Nojd, Olavi
Interactive Video in the In-Service Training of Teachers.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

few had actually done any. Only 53 (44%) libraries listed programs for older adults. While 82 (68%) libraries acknowledged the need for intergenerational programs, only 6 had presented them. Reasons included lack of staff, funds, and space. Five tables present study findings. Three appendixes contain a list of intergenerational programs presented in western Pennsylvania, the cover letter, and the survey questionnaire. (Contains 21 references.) (Author/SLD)

ED 378 969 IR 055 332

Gambrill, Linda
An Evaluation of Magazines Suitable for Public Libraries for the Presence of Alkaline Paper.
PUB DATE- Dec 94
NOTE- 49p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Libraries; *Chemical Analysis; College Libraries; Higher Education; *Library Collections; *Periodicals; *Preservation; Public Libraries; *Publishing Industry; Records Management; Scholarly Journals
IDENTIFIERS- *Acid Free Paper; Association Magazines; Kent State University OH

Conservation of library materials is becoming an increasing concern, and there has been some effort by publishers to avert the problems created by acidic paper by switching to acid-free alkaline paper. University publishers, responded to this concern by committing themselves to using acid-free paper; however, most commercial publishers, who produce the majority of periodicals, have been slow to commit themselves to it. In this study, periodicals of general interest were evaluated for the presence of acid-free paper. Approximately 100 periodical titles were chosen from the collection at Kent State University (Ohio) and tested with a marking pen developed to demonstrate the presence of acid in paper. It was found that journals published by universities and associations are more likely to use acid-free paper in their publications, with 31 of 41 titles (76%) printed on acid-free paper. Commercial publishers, accounting for 60 of the 100, used acid-free paper in only 23 titles (22.77%). Only five periodicals included statements about acid-free paper; three were from associations and two were from commercial publishers in Great Britain. Results reinforce the observation that publishers tend to have no real knowledge of the type of paper used in their periodicals. Nine tables present study findings. Three appendices contain the checklist and summaries of evaluated titles. (Contains 29 references.) (SLD)

ED 378 970 IR 055 335

Kiser, Joyce M.
Analysis of Interlibrary Loan Records from Demkee Medical Library Wooster Community Hospital, 1987-1992.
PUB DATE- May 94
NOTE- 58p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Community Health Services; *Cost Effectiveness; *Interlibrary Loans; *Library Acquisition; Library Collection Development; Library Cooperation; Library Networks; *Medical Libraries; Research Libraries; *Shared Library Resources; User

or national perspective. These standards are meant to guide Wisconsin libraries in structuring their own locally-focused planning efforts. Standards in the following areas are suggested: governance and administration, including planning, funding, and public relations; staffing; collections; services; and access and facilities, including both physical access and access to information. Quantitative output measures like reference completion rate and document delivery are recommended, and are combined with traditional input-oriented measures such as volumes held per capita and hours open. Each section contains a checklist of service minimums (which depend on local conditions and the role of the library within the community) for evaluation. Libraries may use these lists to assure minimum recommendations are met in all areas; to apply the standards in the context of their community role and mission, thereby identifying special roles that require additional effort in some areas; or to apply the standards in a broader, locally-based planning process. Appendices include eight sample public library role descriptions. Contains 150 references. (MAS)

ED 378 990 IR 055 391

Long Range Plan for Library Services in Wisconsin. 1994-1999. Bulletin No. 95122.
PUB DATE- Oct 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Learning Resources Centers; Library Cooperation; *Library Development; Library Networks; Library Planning; *Library Services; *Long Range Planning; Objectives; *Public Libraries; School Libraries; *Shared Library Resources; User Needs (Information)
IDENTIFIERS- Library Services and Construction Act; *State Local Relationship; Wisconsin Division for Libraries Comm Learn

The purpose of this long-range plan is to describe the status of library development in Wisconsin, the needs and problems of libraries, and the possible ways of meeting these needs over the next 5 years. The plan reflects reports submitted to the Division for Libraries and Community Learning staff, surveys, consultations with librarians and trustees, and various statewide planning efforts and studies involving librarians throughout the state. The primary focus is on statewide and state-level library activities, division statutory requirements and services, and federal Library Services and Construction Act (LSCA) priorities. The plan is intended to provide frameworks for both division and statewide planning activities, and local library and system planning efforts. The Division's organizational structure and mission statement, publications, 1993-94 highlights, goals for library service, LSCA policies and 1994-95 LSCA activities are provided. The five Wisconsin library service goals are resource-sharing and interlibrary cooperation; improving public library and public library system services; improving school library media services; improving services to special needs population groups; and utilizing technology to improve services. (MAS)

ED 378 991 IR 055 392

PUB DATE- Nov 94
NOTE- 14p.; Paper presented at the Annual Technology Conference of the League for Innovation in the Community College (Houston, TX, November 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Community Colleges; Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; *Educational Change; *Educational Technology; *Teacher Role; Two Year Colleges

In order to meet the challenge of institutionalizing technology, community college educators must first define their needs; second, delineate the physical, social, and cultural conditions that affect the environment; and third, examine the knowledge made available through the computer and its paraphernalia. Institutionalizing technology requires: (1) establishing institutional policies that address themes of funding; human infrastructure; rights and responsibilities of students, faculty, and staff; faculty and staff recruitment; and criteria for promotions, honors, and awards; (2) obtaining external funding; (3) undertaking a cost effectiveness study; (4) restructuring the human infrastructure; (5) using a 1:1:1:1/2 ratio in budgeting for hardware, software, personnel, and upgrading; (6) involving department heads in the integration of computing and curriculum; (7) promoting discipline-based training of faculty in computer applications; (8) promoting collaborative projects among faculty; (9) recognizing and rewarding employee contributions to the achievement of institutional goals; (10) providing pedagogical and research support to discipline coordinators and faculty; (11) shifting the role of faculty to become facilitators of learning; (12) encouraging faculty to become their own researchers as they integrate computer applications into their curriculum; (13) providing discipline-based support at the developmental level; and (14) informing administrators and staff of faculty's role in the integration of teaching and technology. (KP)

ED 379 010 JC 950 077

Yao, Min
Environmental Scanning, Vancouver Community College.
PUB DATE- Dec 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Vocational Education; *College Planning; *Community Colleges; Enrollment Trends; *Environmental Scanning; Financial Support; Foreign Countries; *Institutional Characteristics; Long Range Planning; *Organizational Change; Population Growth; Staff Utilization; Student Characteristics; Two Year Colleges
IDENTIFIERS- Vancouver Community College BC

This 1994 environmental scanning report from Vancouver Community College (VCC) reviews the expected effects of the separation of VCC into a new Vancouver Community College and Langara College (LC). The report examines the projected service area student-intake capacity; student characteristics; population growth trends; other postsecondary institutions; future job opportunities; VCC support staff, faculty and administrators;

see JC 950 102.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Planning; Community Colleges; *Educational Finance; Educational Policy; Financial Support; Labor Force Development; Program Administration; Program Guides; *Program Proposals; State Regulation; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California; *Carl D Perkins Voc and Appl Techn Educ Act 1990

Designed to help California community colleges develop plans and applications for Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) funds, this handbook reviews the purposes and mandates of the VATEA and provides instructions for plan development. The first section presents an overview of the Act, indicating that it authorizes federal assistance to secondary, postsecondary, and adult vocational education programs from 1991-96, requiring local education agencies to target funds to programs serving the highest number of special population students (i.e., disabled, economically disadvantaged, or limited-English proficient students). The second section reviews specific mandates related to the content and emphases of VATEA plans, focusing on annual evaluations, obligations to special populations, use of funds for vocational education programs, and other criteria. The next section reviews state funding priorities for 1994-96 and their implications for local plans and applications, while the fourth section provides instructions for developing local plans, emphasizing the following required components: (1) integration and sequencing of academic and vocational education curriculum; (2) curriculum and program strategies reflecting workplace needs; (3) instructional and support services responsive to the needs of students who are members of special populations; (4) data collection, assessment, and program evaluation; and (5) Title IIIB, consumer and homemaking education. Finally, a list is presented of required items in local plans/applications for VATEA funding, 1994-95, and sample forms are provided. Discussions of specific VATEA sections and core measures and standards are appended. (KP)

ED 379 028 JC 950 104

Tech Prep Education Local Consortia and Tech Prep Program Inventory.
PUB DATE- 94
NOTE- 46p.; In: California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96; see JC 950 102.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Curriculum; College School Cooperation; Community Colleges; Cooperative Programs; *Federal Aid; Federal Legislation; Program Administration; Program Content; *State Curriculum Guides; *Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California

A review is provided of tech prep consortia and programs in California, as they relate to the Carl D. Perkins Vocational attending either Florida International University (FIU), Florida Atlantic University, University of Florida, or Florida State University, with 82% attending FIU; (7) the University of Miami, St. Thomas University, Barry University, and Nova University enrolled 88% of the AA leavers who went to private schools; and (8) 31% of the associate degree leavers transferring to a community college went to Broward Community College. (KP)

ED 379 045 JC 950 128

Brann, Herman I.
Readiness of Dade County High School Graduates for College. Information Capsule #94-09C.
PUB DATE- Sep 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Basic Skills; College Freshmen; *College Preparation; Community Colleges; Developmental Studies Programs; High School Graduates; High Schools; *Program Costs; *School Readiness; Student Characteristics; *Test Score Decline; Two Year Colleges
IDENTIFIERS- Dade County Public Schools FL

A study was conducted at Miami-Dade Community College (M-DCC), in Florida, to measure the preparedness of Dade County Public School (DCPS) graduates for the state's community colleges and universities. Data was compiled from Basic Skills Tests taken by all first-time-in-college students attending Florida community colleges and universities during academic years 1991-92 and 1992-93. The analysis showed that the proportion of DCPS test-takers passing the mathematics, reading, and writing sections of the skills test decreased from 42.5% in 1991 to 39.4% in 1992, while the number of students not ready in all three areas increased 9.5%, from 4,097 in 1991 to 4,448 in 1992. Moreover, DCPS pass rates were lower than rates in the rest of the state for both years. Approximately 76% of the DCPS graduates attended MDCC, with the number of unprepared DCPS graduates at the college increasing by 113 in mathematics, 416 in writing, 453 in reading, and 346 in all subjects from 1991 to 1992. Given the institutional cost per credit hour for college prep courses of $57.10 in 1993, it is estimated that the underprepared DCPS graduates alone would add between $224,289 and $448,578 to the cost of education at MDCC during 1992-93. Finally, analyses by race and ethnicity also indicated that DCPS graduates in all categories performed worse than their counterparts in the state. (KP)

ED 379 046 JC 950 129

Morris, Cathy
First Year Outcomes for Miami-Dade Students. Information Capsule #94-12C.
PUB DATE- Nov 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; *College Preparation; College Transfer Students; Community Colleges; Comparative Analysis; Dropout Research; Dropouts; *Outcomes of Education; Remedial Programs; School Holding Power; *School Readiness; Two Year Colleges

Developmental Psychology; Family Life; *Family Relationship; Foreign Countries; *Parent Child Relationship; *Socialization; *Sociocultural Patterns
IDENTIFIERS- Australia; Caribbean; China; Family Ecology; *Family Functioning; Haiti; India (New Delhi); Japan; Polynesia; Puerto Rico; Spain; Sweden; Turkey; United States; USSR

This collection of essays addresses the role of culture in the functioning of families and the socialization of children. Following an introduction by Irving Sigel, the 15 essays are: (1) "Parent-Child Interactions in Urban Indian Families in New Delhi: Are They Changing?" (Jaipaul Roopnarine and Ziarat Hossain); (2) "Chinese Families" (Harold Stevenson and others); (3) "A Comparison of the Parent-Child Relationship in Japan and the United States" (Alan Fogel and others); (4) "The Socialization of Australian Boys and Girls in Middle Childhood for Independence and Achievement" (Alan Russell and Graeme Russell); (5) "Family and Socialization in Turkey" (Cigdem Kagitcibasi and Diane Sunar); (6) "Moral Socialization of the Child in the Soviet Union from Birth to Age Seven" (E. V. Subbotskii); (7) "The Socialization of Instrumental Competence in Families in the United States" (D. Bruce Carter and Wendy Middlemiss); (8) "The Parent-Child Relationship and Socialization in the Context of Modern Childhood: The Case of Sweden" (Gunilla Dahlberg); (9) "Family and Parent-Child Relations in Spain" (Jesus Palacios); (10) "Families in Puerto Rico: An Analysis of the Socialization Process from a Macrostructural Perspective" (Sheila Archilla); (11) "Mother-Infant Interactions of Haitian Immigrants and Black Americans Living in Miami" (Tiffany Field and others); (12) "Family Relationships and Patterns of Childrearing in the Caribbean" (Garrett Lange); (13) "Parenting in Polynesia: A View from the Marquesas" (Mary Martini and John Kirkpatrick); (14) "The Parent-Infant Relationship and Social-Emotional Development among Aka Pygmies" (Barry Hewlett); and (15) "The Cultural Context of Socialization: A Much Ignored Issue!" (Jaipaul Roopnarine and D. Bruce Carter). Each essay includes references. (TJQ)

ED 379 064 PS 022 673

Johnson, Julienne, Ed.; McCracken, Janet B., Ed.
The Early Childhood Career Lattice: Perspectives on Professional Development.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 94
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; Educational Policy; *Professional Development; *Teacher Education; Teaching (Occupation
IDENTIFIERS- *Caregiver Training; National Association Educ of Young Children; *Professionalism

The goal of NAEYC's National Institute for Early Childhood Professional Development is to improve the quality of services provided to young children and their families by enhancing the quality, consistency, and accessibility of early childhood education professional preparation. In this compilation of presentations, key leaders offer their perspectives on achieving the Institute's goal of an articulated professional development system, represented by the early childhood career lattice. The first article presents the conceptual framework for this professional development system and outlines the implementation. Constraints of time and "institutional" expectations, however, limit such implementation. The collaborators disagreed regarding the place: of skills instruction and accountability; of teacher-directed, large group instruction; of extrinsic reward structures; and of the teacher's role in discipline. Also identified were issues that remained unclear, such as age and individual appropriateness, appropriate and inappropriate practices, sources for developmentally appropriate practices, lack of guidelines to implement them, and lack of emphasis on importance of family and community. The final concern was how "inner-city" settings are the same as and different from "mainstream" schools and communities. Based on these conversations, it is recommended that all early childhood educators examine developmentally appropriate practices and assess how they compare to their own teaching practices. (BAC)

ED 379 082 PS 022 961

Opitz, Michael F.
Learning Centers: Getting Them Started, Keeping Them Going.
PUB DATE- 94
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; *Classroom Design; Classroom Techniques; Elementary Education; Elementary School Students; Grade 1; Grade 2; Grade 3; Grade 4; Kindergarten; *Learning Activities; *Learning Centers (Classroom); Lesson Plans; Student Evaluation

This guide provides a framework for creating and using learning centers to meet specific classroom goals, and presents ideas for topics and activities. The first part of the guide: (1) explains what learning centers are and how they are used within classrooms; (2) provides design options for the classroom; (3) suggests ways in which to schedule groups of children; and (4) provides evaluative suggestions and sample evaluation forms. The second part concentrates on activities and lessons, including a 5-day plan for the first week of class, lesson topics, and sample activities to use throughout the year. The guide concludes with answers to 10 frequently asked questions about classroom learning centers, and a list of companies that provide commercially prepared activities, supplies, and teacher resources suitable for learning centers. (SW)

ED 379 083 PS 022 962

Strube, Penny
Theme Studies: A Practical Guide. How To Develop Theme Studies To Fit Your Curriculum. Grades K-8.
PUB DATE- 93
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Critical Thinking; Curiosity; *Curriculum Design; Elementary Education; *Elementary School Curriculum; Learner Controlled Instruction; *Learning Activities; Motivation; Reading Assignments; Teaching Guides; *Teaching Methods; *Thematic Approach; Writing (Composition)
IDENTIFIERS- Topic Selection

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Classroom Environment; *Curriculum Design; Curriculum Development; Educational Objectives; Educational Planning; Learning Experience; *Preschool Children; *Preschool Education; *Program Development; Time Management
IDENTIFIERS- Kentucky

This paper discusses the five components of preschool program planning. The first component involves reviewing information about child development, developmental characteristics of young children, and the specific needs of children and families enrolled in the program. The second component involves formulating goals that reflect the philosophy of the program and provide the larger framework into which teachers organize day-to-day learning experiences. Sample program goals are provided. The third component comprises designing a classroom environment in terms of planning the space, organizing materials and equipment, and setting up the learning environment. The fourth component involves preparation of a schedule of activities, routines, and transitions that will provide the time frame for implementing the daily program. Preparation of a written daily schedule is considered a critical part of this component, and written policies and procedures that address emergency and routine situations are also required to implement the schedule. The last component relates to determining and developing an appropriate curriculum by identifying strategies to implement planned experiences. Three steps characterize a curriculum planning strategy: (1) brainstorming; (2) designing a theme's implementation; and (3) planning specific activities for the group as a whole and for learning centers. A sample plan for small-group experiences and a chart outlining the physical, social, emotional, creative, and cognitive components of the curriculum are included. Additional resources are also included. Contains seven references. (BAC)

ED 379 102   PS 023 014

Physical Environment: Planning a Supportive Environment. Kentucky Preschool Programs Technical Assistance Paper Number 4.
PUB DATE- 91
NOTE- 13p.; For other Technical Assistance Papers, see PS 023 011-018. Photos in document may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Classroom Design; *Classroom Environment; Educational Planning; *Learning Centers (Classroom); Manipulative Materials; Outdoor Education; Playground Activities; *Preschool Children; Preschool Education; Special Needs Students; Student Needs
IDENTIFIERS- *Developmentally Appropriate Programs; Kentucky; Playground Design

This technical assistance paper examines the importance of planning the physical preschool environment and its impact on the child's total development. The two main aspects of the physical environment which are discussed in detail are creating areas of interest in the classroom, and planning the outdoor environment. Issues explored in creating interest areas are: (1) what kind of materials need to be used to promote learning,

NOTE- 9p.; Photographs may not reproduce clearly.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Children; Elementary Education; *Experiential Learning; *Parents as Teachers; *Parent Student Relationship; Preschool Education; *Science Activities; *Science Instruction; *Spanish Speaking
IDENTIFIERS- Informal Education

This guide offers Spanish-speaking parents ways in which they can help their children learn about science at home and in the community. Science is a way of looking at the world. It uses everyday techniques such as observation and classification to give us information about things and how they work. Advice to parents that want to support their children's scientific learning includes letting children take the initiative, making time for science activities, encouraging children to talk about their observations and thoughts, showing children how they can find the answers to their questions, displaying enthusiasm for learning, being prepared for the teachable moment, and taking safety precautions. Themes and activities are suggested that demonstrate physical or chemical change, organization, measurement, classification, cause and effect, and structure and function. An outline provides information on children's exploratory behaviors and thinking skills at ages 3-5, 6-8, and 9-12. Lists of simple activities provide opportunities to learn about animals, the weather, energy and conservation, earth and space, plants, and physical and chemical properties. Contains a list of 5 additional resources. (SV)

ED 379 120 RC 019 924

McCoy, Melanie, Ed.
Native American Curriculum Resource Guide.
PUB DATE- Nov 93
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Education; American Indians; *American Indian Studies; Course Descriptions; *Curriculum Development; Films; Higher Education; *Information Sources; Museums; Organizations (Groups); Periodicals; Public Agencies; Secondary Education; *Tribes
IDENTIFIERS- *Native Americans

This guide aims to assist the faculty member who wishes to integrate Native American materials into core courses of the curriculum. The first section is a bibliography of over 350 entries, primarily books and journal articles, arranged in the following categories: Native American bibliographies and general sources, history, economics, spirituality, music and dance, art, education, politics, and women. Other sections of the guide contain the following: (1) a list of approximately 80 films and videos on Native Americans, as well as sources for films, videos, slides, and photographs; (2) addresses for tribal councils; (3) course outlines, syllabi, and resources

IDENTIFIERS- Bureau of Indian Affairs Schools; *Individuals with Disabilities Education Act; *Native Americans

As one of a series of papers on the unique needs of special populations with disabilities, this chapter of the 16th annual report on the implementation of the Individuals with Disabilities Education Act (IDEA) reviews the literature on provision of services to Native American students with disabilities. Native American students with disabilities frequently have other characteristics that complicate service delivery, including poverty, residence on reservations or in other rural areas where services and resources are limited, limited proficiency in standard American English, and cultural differences that affect schooling. The first major section of this report describes numbers and characteristics of Native American students with disabilities, including preschoolers and school-aged children in public and Bureau of Indian Affairs schools. The second section outlines educational programs for all Native American students and those that specifically target Native Americans with disabilities, and describes funding of special education services under part B and part H of IDEA. Section 3 discusses the provision of appropriate special education services for Native American students within the framework specified by IDEA. Major areas discussed include identification and assessment, student placement, linguistic and cultural issues in curriculum development and instruction, and recruitment and training of personnel (particularly Native American personnel). This report contains 46 references. (SV)

ED 379 137   SE 053 574

Young, Deidra J.; Fraser, Barry J.
Socioeconomic Effects on Science Achievement: An Australian Perspective.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). One page contains filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Equal Education; Family Characteristics; Foreign Countries; Intermediate Grades; Mathematical Aptitude; Models; Multiple Regression Analysis; *Path Analysis; School Effectiveness; *Science Education; Secondary Education; *Sex Differences; *Socioeconomic Influences; Socioeconomic Status; Student Attitudes; Verbal Ability
IDENTIFIERS- *Australia; *Science Achievement

The purpose of this study is to investigate science achievement of Australian students and how this achievement can vary from school to school. The proposition that gender and socioeconomic inequities in Australia are the result of school systems designed to reproduce an unequal social order is be examined with reference both to current sociological literature and methodological techniques which account for the hierarchical nature of students nested in schools. Additionally, student-level and school-level variables are investigated for their ability to explain gender and socioeconomic differences in science achievement, as well as general student variability. Even after adjusting for the students' individual characteristics and home backgrounds, as well as the context of the school, there were significant gender and socioeconomic

(Dimension 3) are very important, these components of the model were emphasized. Selected strategies of these two components were used to teach an interdisciplinary science unit on the chemical basis of life for a 4-week period. The control group received the same science content instruction as the experimental group. The study, conducted at an historically black university, investigated whether the two components of the Dimensions of Learning improve the science achievement of the underprepared college students (n=27). No statistically significant difference in the science achievement of these students was found at 0.05 level, however an effect size of 0.69 SD indicated that students benefited from the selected strategies of the learning model. The results are encouraging since these strategies could easily be used for improving undergraduate science instruction. Contains the test, a student data card, and 41 references. (Author/ZWH)

ED 379 159 SE 055 776

Kaplan, Rochelle G.
Learning about Students' Mathematical Understandings from Videotape Models of Clinical Interviewing.
PUB DATE- Dec 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Arithmetic; Cognitive Ability; Cognitive Measurement; Evaluation Methods; *Field Interviews; Grade 1; Inservice Teacher Education; Mathematics Instruction; Models; Primary Education; *Questioning Techniques; *Student Evaluation; Teaching Methods; *Videotape Recordings
IDENTIFIERS- Alternative Assessment

This paper gives a description of a videotape used with inservice teachers as a model for demonstrating the clinical interviewing technique. It describes what is seen on the tape, as well as the child's and interviewer's comments and reactions. It also describes the plan and purpose of the interviewer's questions and outlines the process that transpires during an in-service experience in which a videotaped clinical interview is analyzed. The interview discussed in this paper is an interview with a first-grader about the meaning of equals, plus, and minus signs. The paper concludes with several interviewing tips: (1) Don't stop too soon; probe for more information; (2) Follow up an answer with a "why" question; (3) Validate your assumptions about the child's thinking; (4) Ask the child for a concrete example of what he or she has just said; (5) Do not generalize or come to conclusions too quickly; test your hypothesis with a different example; (6) Do not put words in the child's mouth; (7) Challenge answers whether they are right or wrong; (8) Try to understand how the child connects school math with informal strategies; and (9) Focus on contradictory or illogical statements. Contains 14 references. (MKR)

ED 379 160 SE 055 777

Huinker, DeAnn; And Others
Landscape of Mathematics and Science Education in Milwaukee. A Study of the Milwaukee Public Schools.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 95

PUB DATE- May 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational History; *Educational Philosophy; Higher Education; Photographs
IDENTIFIERS- *Peabody (George)

Photos and related illustrations in printed sources and depositories of the educational philanthropist George Peabody (1795-1869) are listed in this bibliography. Sources, including 29 works collected by Franklin Parker, are arranged alphabetically by author's last name or by title of article if no author is given. (ML)

ED 379 180 SO 024 114

Ruth, Amy, Ed.
Iowa's Environment.
PUB DATE- 94
NOTE- 33p.; For related items, see ED 370 864, ED 349 215, ED 348 273, ED 346 014, and ED 344 809.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- Childrens Literature; Elementary Education; *Environmental Education; Geography; Learning Activities; Local History; Natural Resources; *Physical Environment; Pollution; Puzzles; *Social Studies; *State History
IDENTIFIERS- *Iowa

This theme issue explores the changes in Iowa's environment. When Native Americans lived in Iowa hundreds of years ago, the land was rich in tall grasslands, fertile soil, wildlife, wetlands, and unpolluted waters. When European-American pioneers settled Iowa in 1833, they changed the environment in order to survive. The first article in this issue discusses recycling. Another article describes the wildlife that used to be plentiful in Iowa, the loss of some species, and the reintroduction of others. Articles are devoted to pesticides, heirloom seeds, and bird watchers. More extensive articles describe Iowa wetlands, Iowa's flood history, erosion, and recycling. A learning activity on making compost is included along with a quiz on compost materials. Iowa's prairie history is explored in another article. Sections discuss breaking the prairie, prairie fires, and prairies today. Other learning activities include a word find, a word scramble, and cartoon, all dealing with the environment. A short story about recycling is included. The last article describes the activities of different youngsters in celebrating Earth Day. A list of four books is offered as additional reading. Four pamphlets available from government agencies or private organizations are included. (DK)

ED 379 181 SO 024 131

Seckinger, Donald S.; Nel, Johanna
Dewey and Freud.
PUB DATE- Dec 93
NOTE- 7p.; Paper Presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, September-October, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

safety in the art studio-classroom; and management considerations. The guide concludes with a fourth section, "Resources," that lists materials, resources, and organizations necessary or helpful for implementation of this art program. (MM)

ED 379 199   SO 024 695

Zurmuehlen, Marilyn, Ed.; Thunder-McGuire, Steve, Ed.
Marilyn Zurmuehlen's Working Papers in Art Education, 1993. Number 12.
PUB DATE- 93
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Art History; Chinese Americans; Computers; Creativity; Cultural Context; Educational Technology; Elementary Secondary Education; Motivation; Multicultural Education; Nonverbal Communication; Preservice Teacher Education; Self Concept; Womens Education
IDENTIFIERS- Chinese Language Schools; Russian Studies

This collection of doctoral student research papers begins with a biographic dedication to Marilyn Zurmuehlen. The papers and their authors are introduced in brief discourse by a faculty mentor (mentor's introduction). Articles include: (1) "Feminism Dialogic Interaction Research (Miriam Cooley), introduced by Elizabeth J. Sacca, Concordia University; (2) "Art, Culture, and Chinese American Students: An On Going Case Study at a Chinese Community-based School" (Mei-Fen Chen), introduced by Enid Zimmerman, Indiana University; (3) "Preliminary Examination of Reductive Tendencies in Art Understandings and Lesson-Planning of Pre-Service Teachers" (Georgianna Short), introduced by Judith Smith Koroscik, Ohio State University: (4) "Genres of Art History and Rationales For and Against the Inclusion of Art History in Elementary School Curricula: A Philosophical Study Addressing Clarification and Justification Questions Regarding Art History Education" (Cheryl Williams), introduced by Kenneth A. Marantz, Ohio State University; (5) "Truth and Community: Reality Construction in the Visual Arts" (John White), Pennsylvania State University; (6) "Relating Continuity and Change to the Tabasaran of Daghestan" (Lorraine Ross), introduced by Steve Thunder-McGuire, University of Iowa; (7) "The Conceptual Analysis of the Construct Multicultural Art Education" (Bill Davidson), introduced by Larry Kantner, University of Missouri; (8) "An Exploratory Study of Nonverbal Digital Video Interactive Analytic Techniques Applied to an Individual Learning Dance" (Karen Keifer-Boyd), introduced by Beverly J. Jones, University of Oregon; (9) "Intrinsic Motivation and Social Constraints: A Qualitative Meta-Analysis of Experimental Research Utilizing Creative Activities in the Visual Arts" (Gloria Sharpless), also introduced by Beverly J. Jones, University of Oregon; and (10) "Reflections and Refractions of Societal Images: The Cultural Formation of Self-Identity in a Middle School Art Classroom" (Monica Kirchweger), introduced by Ron W. Neperud, University of Wisconsin. (MM)

ED 379 200   SO 024 697

Needler, Toby; Goodman, Bonnie
Exploring Global Art.
PUB DATE- 91

their control, elementary level teaching rather than middle and high school teaching, students who are relatively orderly and of higher ability, schools characterized by low stress, leadership responsive to teacher needs, the use of teaching techniques which are more challenging and difficult, teachers' willingness to implement innovative programs, developmental classroom management practices, and enhanced student mastery of cognitive and affective goals. Deficiencies of past research include inattention to within-individual differences and a failure to conduct rigorous intervention studies. It is proposed that future research focus on the use of teacher efficacy as a construct in school improvement research. (Contains 113 references.) (Author/JDD)

ED 379 217 SP 035 710

Manke, Mary Phillips

Teacher Organization of Time and Space in the Classroom as an Aspect of the Construction of Classroom Power Relationships.

PUB DATE- Apr 94

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Class Organization; Classroom Design; Classroom Environment; Classroom Research; Classroom Techniques; Elementary Education; Elementary School Students; Elementary School Teachers; Ethnography; Grade 1; Grade 5; Higher Education; Individual Power; *Power Structure; Public Schools; *Space Utilization; Student Reaction; Teacher Expectations of Students; Teacher Influence; *Teacher Role; *Teacher Student Relationship; *Time Management

IDENTIFIERS- *Teacher Power

An ethnographic study of three public elementary school classrooms explored how teachers organized time and space and through this organization attempted to construct classroom power relationships. The study involved intensive observation of classroom interactions in two fifth-grade classes and one first-grade classroom and close analysis of videotapes of two of the classrooms. The videotapes were used for stimulated-recall interviews with two of the teachers; an in-depth interview was conducted with the third teacher. All the teachers were white women, two with 20 years experience and one with 5 years experience. The first fifth-grade classroom was arranged so that students had little opportunity to move about. In the other two classrooms, much more physical freedom was afforded the students. The classrooms also differed in the amount of time that the teachers devoted to highly structured, as opposed to more loosely structured, activities. Yet it was clear that in every case the arrangements the teacher had made were consonant with her beliefs about how children can best learn, and therefore were enactments of her agenda to control student actions in order to facilitate student learning. The study showed clearly that teachers have an institutional role that allows them to make contributions to power relationships through their organization of time and space. The amount of structure built into the learning activities available in the classroom also shapes power relationships effectively. Nevertheless, students find ways to resist teacher control, to create "seams" in environments and activities, and to use those "seams" to make their own contributions to power relationships.

Disadvantaged Pupil Program Fund, provides educational support for underachieving pupils by training instructional assistants to provide direct instructional service to selected pupils in the classroom setting. Emphasis was placed on activities which would increase oral and written language and reading skills needed to be successful in school. Teachers involved with the program are assigned an assistant for one-half day and provide direct supervision for the assistant. The assistants attend inservice training sessions and are provided with supplementary materials and instructional activities. Pupil census information indicated that the program served 2,260 kindergartners during the 1992-93 school year for an average of 2.7 hours of instruction per week. The average number of pupils served per teacher was 18.8, and the average number of days pupils were served was 80.4 days. Program objectives, which concerned student awareness of early concepts about print, teachers' perception that the instructional assistants' services improved pupils' reading and language arts, and meaningful training sessions for instructional assistants, were met. Appendices include: early development checklist scoring sheet; classroom teacher survey; general inservice evaluation form; instructional assistant assessment instrument; and a calendar worksheet for computing days of pupil service. (JDD)

ED 379 235 SP 035 740

Dorsch, Nina
Making "Connections": Creating and Sustaining a Collegial Community.
PUB DATE- 11 Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chapel Hill, NC, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; Faculty Development; High Schools; Interdisciplinary Approach; Interprofessional Relationship; Organizational Climate; Participative Decision Making; Peer Relationship; *Program Implementation; Qualitative Research; *Secondary School Teachers; Teamwork
IDENTIFIERS- *Community Identity; Ohio (South)

This study looked at the experience of four high school teachers as they worked to develop a collegial community by implementing the "Connections" program. The teachers were on the faculty at Cedar City High School in southern Ohio where their subjects were, respectively, English, Social Studies, and Physical Science; one teacher was in special education. Connections was a three-period block encompassing the subject areas of English, World History, and Physical Science. The four teachers' goal was also to develop a community identity through the program. Data collection followed a qualitative case study design which included observations, interviews, and document analysis. The study used the story form to follow the year's implementation and the teachers' common participation in that story as a foundation for their identity. The progress of the year saw the gradual development of a separation with one member of the team. The study concludes that by the end of the year each teacher's commitment to Connections was defined in terms of his or her belief in a core Connections value: ensuring student success. It appeared that both shared interests and democratic processes of deliberation and critique were necessary to sustain the communities required for change. (Contains 22

Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Chocho; *Mexico

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Chocho, an indigenous language of Mexico spoken in Santa Catarina Ocotlan, in the state of Oaxaca. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 791 FL 022 558

Mazateco de Chiquihuitlan, Oaxaca (Mazater of Chiquihuitlan, Oaxaca).
PUB DATE- 78
NOTE- 149p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Mazatec
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- departure point for detailed st ,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mazatec; *Mexico

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Mazatec, an indigenous language of Mexico spoken in Chiquihuitlan, in the state of Oaxaca. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 792 FL 022 559

Zoque de Chimalapa, Oaxaca (Zoque of Chimalapa, Oaxaca).
PUB DATE- 80
NOTE- 161p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Zoque
EDRS Price- MF01/PC07 Plus Postage.

ED 378 812 FL 022 693

Watzke, John
Why Don't Students Study Russian?
PUB DATE- Nov 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (28th, Atlanta, GA, November 18-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Journal Articles (080)
DESCRIPTORS- Educational Environment; *Enrollment Influences; High Schools; High School Students; *Language Attitudes; *Language Enrollment; *Russian; School Surveys; *Second Language Learning; *Student Attitudes

A survey conducted in a large, predominantly white suburban high school in the midwest investigated student attitudes toward study of Russian and other foreign languages. Respondents were 815 students of Spanish, French, German, Japanese, and Latin at three levels of instruction. Students were first asked to rank the reasons they chose the language they were studying, then to indicate their level of satisfaction with that choice. Finally, they were asked to rank the reasons they did not choose to study Russian. Analysis focuses on responses to the last question. Most common reasons for not studying Russian included perceptions of its academic difficulty, lack of interest in the culture, interest in pursuing languages begun in middle school, and lack of job or career potential associated with Russian study. It is concluded that: students choose their languages to satisfy future college requirements; parents, friends, and siblings have tremendous influence on the foreign language chosen, while counselor influence is minimal; students study languages with cultures that interest them; and students are generally satisfied with their language choices. Considerations and recommendations for secondary school Russian language program development, based on these findings, are outlined. (MSE)

ED 378 813 FL 022 698

Bar-Lev, Becky
Does the Home Make a Difference? An Error Analysis of the Speech of Home-Exposure and Non-Home Exposure Mandarin Chinese Students.
PUB DATE- 94
NOTE- 52p.; Master's Thesis, Georgetown University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- College Students; Comparative Analysis; Error Analysis (Language); *Error Patterns; *Family Environment; Higher Education; Language Proficiency; *Mandarin Chinese; *Oral Language; Second Language Learning; *Second Languages; *Speech Skills
IDENTIFIERS- *ACTFL Proficiency Guidelines; Oral Proficiency Testing

This study investigated the extent to which home exposure (HE) to the Chinese language affected the oral proficiency of students of intermediate-level college Mandarin Chinese. In fourteen hypotheses, it was predicted that HEs would perform at a higher level than would non-home-exposure students (NHEs). Students were given a simulated oral proficiency interview, evaluated

Educational Policy; Elementary Secondary Education; *English (Second Language); Ethnography; Language of Instruction; *Language Role; Language Usage; Mexican Americans; Middle Schools; *Native Language Instruction; Outcomes of Education; Program Effectiveness; Second Language Instruction; Second Languages; Spanish; *Spanish Speaking
IDENTIFIERS- *Two Way Bilingual Education

The roles of first and second languages were studied, using ethnographic methods, in a middle school two-way bilingual education program that served Mexican-background students. The primary stated program goal was to develop bilingualism and biliteracy in both minority and majority language students. Classes were taught using English and Spanish on alternate days. The study focused on a core group of 21 Hispanic and 8 white students from working-class backgrounds. It was found that for academic purposes, the Hispanic students used English almost exclusively, and this is attributed to inattention to subtle aspects of program policy and a hidden curriculum. These included announcements made in English first, then Spanish, and the daily requirement that students learn an English vocabulary word but not a Spanish one. Student perceptions of the relative importance of English-medium and Spanish-medium tests were influenced by both the way in which students were prepared for them and the way the tests were administered. It was also found that instructional practices unwittingly devalued language-minority students' linguistic and cultural capital, through use of "high" rather than vernacular Spanish. It is concluded that despite good intentions, inattention to policy and practices can have unintended results, and that success through bilingualism and biliteracy is built on well-conceptualized and carefully monitored bilingual programs that give equal emphasis to minority languages and English. Contains 26 references. (MSE)

ED 378 834 FL 022 758

O Riagain, Padraig; O Gliasain, Micheal
All-Irish Primary Schools in the Dublin Area. Report of a Sociological and Spatial Study of All-Irish-Medium Schools in the Greater Dublin Area, with Special Reference to Their Impact on Home and Social Network Use of Irish.
PUB DATE- 79
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Attitudes; Educational Objectives; Elementary Education; *Family Environment; Foreign Countries; Institutional Characteristics; Interpersonal Communication; *Irish; *Language Attitudes; *Language of Instruction; *Language Role; Language Usage; Parent Attitudes; Regional Characteristics; Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- Ireland; *Ireland (Dublin)

A study investigated the extent to which all-Irish primary schools in the Dublin (Ireland) area: (1) provide opportunities for parents not using Irish at home to send children to an all-Irish school; (2) provide impetus for an increase in Irish use in homes of attending children; (3) increase interaction among Irish-speaking families; (4) are related, by their location, to the distribution of Irish-speakers in the Dublin area; (5) build the level of Irish-speakers in the communities they serve; (6) encourage parents who value all-Irish education to move to an area served by an all-Irish school; and (7) are systematically related to all-Irish preschool and secondary new technologies for instruction and support services. The report used information available from institutional databases and information from research efforts initiated by BCLC staff. The BCLC was developed to link various academic intervention and retention strategies and to improve their effectiveness and impact. The BCLC's new facility opened in 1994 with all services, staff, and equipment in place. Program evaluation found that nearly 5,000 students had visited the facility over 3 years logging a total of 33,450 visits, and accruing a total of 47,250 hours. The evaluation study found that students who used the BCLC persisted in school longer than those who did not. Despite the fact that BCLC users were generally less well prepared for college level work than non-users, after 3 years enrollment, BCLC users completed their minimum proficiency requirements at rates higher than non-users. (JB)

ED 378 853   HE 028 000

Meyer, Don
Creative Faculty Development in Times of Diminishing Resources.
PUB DATE- Mar 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Church Related Colleges; *College Faculty; *Faculty Development; Faculty Evaluation; Faculty Promotion; Financial Exigency; Financial Problems; Higher Education; Inservice Teacher Education; Personnel Policy; Professional Continuing Education; Program Administration; Program Descriptions; *Retrenchment; Sabbatical Leaves; School Policy
IDENTIFIERS- *Bible Colleges; *North Central Bible College MN

North Central Bible College (Minnesota) has implemented a faculty development program over several years despite restricted financial resources. North Central Bible College (NCBC) is an independent, primarily residential college that is owned and operated by a group of 11 Assemblies of God districts. It offers bachelors degrees in 22 majors and enrolled 1,535 students in Fall 1993. The faculty is relatively young. Although NCBC does not offer tenure, it does have a faculty security program. NCBC's commitment to faculty development has been demonstrated in the Board of Regents' practical and symbolic gestures, and in leadership and encouragement by the President's Cabinet, the Vice President for Academic Affairs, and department chairs. Most importantly the faculty themselves have demonstrated commitment to their own development and growth. Creative institutional initiatives have been directed by principles that include clear purpose, flexibility, balance, measurable goals, creativity, cooperation, ownership, accountability, relevance, and rewards. Examples of actual program components include new faculty orientation and mentoring, campus-based faculty development activities, provision of in-service stipends, professional membership stipends, benefits for part-time faculty benefits, sabbatical leaves, promotion policies, annual evaluation, and an annual personal conference by the Vice President of Academic Affairs with each faculty member. (JB)

ED 378 854   HE 028 001

Utilization of Residence Hall Facilities, Fall 1993, with Trends from Fall 1984. Report Number 9-94.
PUB DATE- Dec 94

budget savings. (MDM)

ED 378 872 HE 028 021

Brownlow, Sue, Ed.
Equal Outcomes--Equal Experiences? Mendip Papers.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Continuing Education; Cooperative Programs; *Educational Cooperation; Foreign Countries; Higher Education; Institutional Cooperation; Outcomes of Education; *Partnerships in Education; Shared Resources and Services; *Universities; *Vocational Schools
IDENTIFIERS- *United Kingdom

This collection of articles, based on the 1993 annual consultations between the Society for Research into Higher Education (SRHE) and The Staff College (Bristol, England), examines the nature of franchising (partnerships) between further education (vocational and continuing education) and higher education institutions in the United Kingdom. The articles are: (1) "Introduction" (Sue Brownlow and Heather Eggins); (2) "Setting the Scene" (Susanne Haselgrove); (3) "The Nature of the Higher Education Experience" (John Kingman); (4) "Second Generation Franchising: Widening the Partnership Network" (David Morris); (5) "The Validating University and Associated Colleges: The Evolution of a Relationship" (Jennifer Bone and others); and (6) "HE/FE Partnerships: Redrawing the Boundaries" (Jean Bocock and Peter Scott). Three workshop sessions are summarized These focused on the strengths, weaknesses, opportunities, and threats of partnerships; learning support, resources, and quality; and recommendations for future further education/higher education partnerships. (MDM)

ED 378 873 HE 028 022

Arreola, Raoul A.
Developing a Comprehensive Faculty Evaluation System: A Handbook for College Faculty and Administrators on Designing and Operating a Comprehensive Faculty Evaluation System.
PUB DATE- 95
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluation Research; *Faculty Evaluation; Higher Education; Models; *Student Evaluation of Teacher Performance

This handbook provides a practical model for developing and using a comprehensive faculty evaluating system that responds to the specific needs, concerns, and characteristics of the faculty and administration of an individual academic unit. It outlines an eight-step procedure that focuses on the determination of:

and consolidation options among 22 smaller programs representing $1.1 billion, targeted to specific segments of the school population. Morra also suggested savings in employment training programs (61 programs that account for $9 billion in 1995) that currently serve overlapping populations. In closing testimony Morra cited potential means to reduce the negative impact of any Title I or other formula grant funding reductions. Appendixes list programs proposed for but not yet eliminated, options for reducing funding for student loans, options for reducing funding for Pell Grants, and programs that are candidates for consolidation. (Contains 15 references.) (JB)

ED 378 893   HE 028 044

Riley, Herbert J.; And Others
Current Trends in Grades and Grading Practices in Undergraduate Higher Education. Results of the 1992 AACRAO Survey.
PUB DATE- 94
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Records; Academic Standards; *Educational Trends; Grades (Scholastic); *Grading; *Higher Education; National Surveys; Registrars (School); School Policy; Student Evaluation; Tables (Data); *Undergraduate Study

A national survey of trends in college grading practices was conducted in 1992 by gathering data from college registrars. The survey instrument, which had been field-tested, was sent to registrars at 2,302 institutions and responses were gathered from 1,601 (70 percent response rate). Among the general findings were the following: (1) 97 percent of respondents indicated their institutions use some form of a letter grading system and 90 percent use a 4.0 grading scale; (2) data showed movement away from including transfer grades in both grade point average calculations and in making honors determinations; (3) 98 percent of institutions allow faculty to authorize a grade of "incomplete" in special circumstances; (4) there was great variation between institutions on the time period at which grade changes are no longer allowed and on deadlines for students to drop courses without the enrollment appearing on the permanent academic record; (5) 86 percent of institutions allowed students to repeat courses to better their grades, and the majority of these included the most recent or highest grade in the student's cumulative grade point average. Appendixes contain the survey instrument, further tables of data, and American Association of Collegiate Registrars and Admissions Officers member profiles. (Contains 48 references.) (JB)

ED 378 894   HE 028 045

Cole, Jonathan R., Ed.; And Others
The Research University in a Time of Discontent.
PUB DATE- 94
NOTE- 404p.; A collaborative project of the American Academy of Arts and Sciences and Johns Hopkins University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Presidents; College Role; Competition; Diversity (Institutional); Educational Change; Educational Finance; Educational Trends; Federal Aid; Federal Government;

budgets and operating budgets, budget cycles, participants in budgeting, and chronology of budgetary processes. Chapter 4 describes how participants influence the operating and capital budgetary processes. It discusses the need for flexibility, the relationship between risk and budgets, and how changes in institutional character can influence the budgetary process. Chapter 5 discusses budgetary planning for reallocation and retrenchment, emphasizing that the least disruptive strategies are those that are implemented in anticipation of fiscal stringency rather than in the midst of a financial crisis. An appendix describes several approaches to budgeting, such as zero base budgeting and performance budgeting. (Each chapter contains references.) (JDD)

ED 378 912 HE 028 063

Berube, Michael, Ed.; Nelson, Cary, Ed.
Higher Education under Fire: Politics, Economics, and the Crisis of the Humanities.
PUB DATE- 95
NOTE- 379p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Administration; *College Instruction; Cultural Influences; Cultural Pluralism; *Educational Economics; Financial Exigency; *Higher Education; *Humanities; Identification (Psychology); Political Influences; *Politics of Education; Racial Factors; Resource Allocation; Teacher Role
IDENTIFIERS- Political Correctness

This collection of papers, based on an April 1993 conference at the University of Illinois, mixes theoretical reflection with practical advice concerning academic life in the 1990s. "A Report from the Front," by Cary Nelson and Michael Berube, introduces the collection. Part 1, "Professors and Politics," includes these papers: "Going Public: Political Discourse and the Faculty Voice" (Linda Ray Pratt); "A Faculty Response to the Fiscal Crisis: From Defense to Offense" (Ernst Benjamin); "'Political Correctness' and the Attack on American Colleges" (Paul Lauter); "Cultural Capital and Official Knowledge" (Michael W. Apple); "Another Brick in the Wall: (Re)contextualizing the Crisis" (Carol A. Stabile); "The University and the Media: Apologia Pro Vita Sua with a Defense of Rationality" (Barry R. Gross); "How the Culture Wars Matter: Liberal Historiography, German History, and the Jewish Catastrophe" (Jeffrey Herf); and "Money, Merit, and Democracy at the University: An Exchange." Part 2, "Pedagogy and Populations," contains the following papers: "A Critique of Critical Pedagogy" (Gregory Jay and Gerald Graff); "Writing Permitted in Designated Areas Only" (Linda Brodkey); "Beyond the Ivory Tower: Public Intellectuals and the Crisis of Higher Education" (Henry A. Giroux); "'To Sir with Love': National Pedagogy in the Clinton Era" (Judith Frank); "They're Taking Over! and Other Myths about Race on Campus" (Troy Duster); "No Special Rights" (Michael Warner); "The Rhetoric of Crisis in Higher Education" (Joan W. Scott); "The Rise of 'Identity Politics': An Examination and a Critique" (Todd Gitlin); "Contradictions of Existence: Identity and Essentialism" (Cameron McCarthy); "Contesting Racial Amnesia: From Identity Politics toward Post-Multiculturalism" (Michael Dyson); and "Identity and the Status of Afro-American Intellectuals" (Jerry Watts). (Each paper contains references.) (JDD)

ED 378 913 HE 028 064

section describes executive and professional staff liaison with institutions in a range of campus visits and office meetings related to self-study, evaluation, and the requirements and expectations for applicant and candidate institutions. A section on annual statistics lists institutions receiving candidate status, reaffirmed accreditation, follow-up reports, candidate reports, visits, or other developments. The next four sections discuss information literacy and library support efforts, policy development work, new policy statements on student transfer and articulation, and accreditation of free-standing American institutions abroad. This section also discusses areas for policy work and development in 1994-95. The report includes a description of liaison with external organizations and groups, and workshops, conferences and special events held during 1993-94. A final page lists Commission members and staff. (JB)

ED 378 930 HE 028 105

Florida Statewide Course Numbering System.
PUB DATE- Sep 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Adult Vocational Education; Articulation (Education); *Community Colleges; Government School Relationship; Higher Education; Institutional Cooperation; Policy Formation; State Colleges; State Regulation; *State Standards; *State Universities; *Statewide Planning; Transfer Policy
IDENTIFIERS- *Course Numbering; *Florida

In an effort to fulfill state policies on higher education articulation and student transfers, the Florida state legislature encouraged establishment of a common Statewide Course Numbering System (SCNS) which is presented in this document. Early sections describe the establishment and development of the SCNS and logistics of its maintenance. Also included are descriptions of the policies about course equivalencies, information on uses for the SCNS, and products that are available from the SCNS including subject-matter classification and course inventory reports, course equivalency profiles, course comparability reports, course equivalency and distribution directories, institution course inventory reports, and subject matter course inventory reports. A glossary of SCNS terms and abbreviations is included. Appendixes describe the responsibilities of faculty discipline committee coordinators and institutional contact persons, list course prefixes, list institutions and their identification numbers grouped by type of institutions (universities, community colleges, and technical education centers), and provide the texts of state statutes and Board of Education rules, respectively. (JB)

ED 378 931 HE 028 106

Ramaley, Judith A.
From "My Work" to "Our Work": Realigning Faculty Work with College and University Purposes.
PUB DATE- Jan 95
NOTE- 21p.; Paper presented at AAHE Conference on Faculty Roles and Rewards (3rd, Phoenix, AZ, January 19-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

DESCRIPTORS- Databases; Educational Technology; Foreign Countries; Hypothesis Testing; *Inservice Teacher Education; *Integrated Curriculum; Intellectual Disciplines; *Interactive Video; Secondary Education; Surveys; *Teacher Attitudes; *Teaching Methods; Training Methods

IDENTIFIERS- Finland

The aim of this study was to test the hypothesis that the different teacher groups of the Finnish comprehensive school differ from one another in their pedagogical thinking and practices. The authors of this article have conducted teacher in-service-training on integrated curriculum using new educational technology (interactive video and a database on integrated teaching). The subject area was the integrated curriculum based on developmental work coordinated by the supervising teacher. Teachers' thinking and attitudes were surveyed after training in the groups of class-teachers and subject-teachers (N=39). The differences between those groups were tested in 11 variables using the t-test. The main results were as follows: (1) both teacher groups thought that they had received new and reliable information, which cannot be received easily from other information sources; (2) the class-teachers tended to feel working on the interactive video and database more interesting and easier than subject-teachers; and (3) the class-teachers also had received clearer ideas of the working modes in integrated teaching than the subject-teachers. Thus, the hypothesis clearly was supported and useful feedback was obtained of such teaching materials and methods. A copy of the questionnaire is included, and data is presented in six graphs. (Author/MAS)

ED 378 951   IR 016 967

Khine, Myint Swe

Development and Status of Educational Technology in Brunei Darussalam.

PUB DATE- 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Bilingual Education; *Computer Literacy; Computer Science Education; *Educational Media; *Educational Policy; *Educational Technology; Educational Television; Foreign Countries; *Inservice Teacher Education; Instructional Improvement; Secondary Education; *Teaching Methods; Technological Advancement; Units of Study

IDENTIFIERS- *Brunei

This paper describes some development and initiatives in educational technology in Brunei Darussalam. The benefits of educational technology to the teaching-learning process are listed, and a brief description of Brunei, its schools, educational policy, and bilingual education system is given. Topics include: (1) media approaches to teaching, especially the use of educational television; (2) development of Educational Media Resources Units (EMRU); (3) a computer studies course for lower secondary school students; and (4) teacher training programs, including a mandatory course in educational technology. The conclusion notes that, because this is an age of accelerated technological advances, educators have a critical responsibility to prepare students for a future in which they will be constantly tested by change and challenged with new information. (MAS)

Needs (Information); Use Studies
IDENTIFIERS- *Professional Journals; *Wooster Community Hospital OH

As the price of scientific publications soars to Olympian heights, it becomes imperative to base selection decisions on reliable measures for potential use of the prospective titles. A systematic examination of interlibrary loan (ILL) requests should yield hard facts as to the nature of requests and areas of specialization most dependent upon resources outside the existing collection and should highlight subject areas in need of augmentation. The literature on similar use studies indicated that professional journals were the format of choice and that currency was of prime importance to the patrons of medical libraries. This study examined ILL requests from the staff of a small community hospital spanning five years. It was discovered that the in-house collection provided adequate coverage for day-to-day library use. The consortia operation provided the select materials needed for unique situations in a timely and efficient manner. No critical subject areas were exposed as inadequate nor were specific journals revealed to be logical candidates for acquisition. ILL remains the most satisfactory and cost effective method for meeting the information needs of patrons of a small hospital medical library. Data is presented in 12 tables and 4 appendices. (Contains 7 references.) (Author)

ED 378 971 IR 055 336

Geist, Paula; And Others
Florida Librarians Respond to Home Education.
PUB DATE- Sep 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - General (130),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum; Elementary Secondary Education; Home Programs; *Home Schooling; *Library Services; Nontraditional Education; Organizations (Groups); *Parents as Teachers; *Public Libraries; Resource Materials; *State Legislation; Surveys; User Needs (Information)
IDENTIFIERS- *Florida

Recognizing: (1) that home schooling members have increased dramatically in the last decade, with Florida having the highest home schooled population in the country, (2) that home schoolers are among the heaviest users of the public library, and (3) that home schooling needs have not been fully understood, the University of South Florida School of Library and Information Science conducted a survey in 11 Florida counties with the highest numbers of home schoolers (58% of the total home schooling population of over 14,000 students) to find out how Florida libraries are meeting the challenge. Responses indicate that the biggest challenges librarians face are questions about procedure, establishing a home school, questions on curriculum, and requests for curriculum materials. Resources that a librarian can include in the library's vertical file and ways to maintain close relationships with home schooling groups are suggested. A bibliography of 105 books and articles; a list of 49 curriculum journals; information on 8 journals dedicated to home schooling; Florida home schooling statutes; a breakdown of home schoolers by county; and reference list of 73 home schooling associations are appended to this report. (SLD)

Report on Evaluation of Definitions Used in the Public Library Statistics Program. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Analysis; Data Collection; *Definitions; *Federal Programs; Federal State Relationship; Library Collections; Library Personnel; *Library Services; *Library Statistics; *Public Libraries; Vocabulary
IDENTIFIERS- Federal State Cooperative System; National Center For Educational Statistics; Public Library Statistics Program

This report reflects the results of an evaluation of the definitions used in the annual Public Library Statistics (PLS) program, a joint federal-state information collection project, and is intended to raise specific issues for discussion among the National Center for Education Statistics (NCES), the Federal State Cooperative System (FSCS), and the states concerning these definitions. Definitions are given for four categories of variables for which statistics are collected: outlets, staff, collections, and services. The statistics for each variable measure the number of occurrences at the individual public library level, and permit aggregations at the state and national levels. Each subsection of variables contains: (1) the FSCS definition, including any prior changes that are useful in the definition's analysis; (2) the state definition and comparison to the FSCS definition; (3) data describing what the statistics indicate about how the definition is applied; and (4) issues describing any problems in the definition or its application. In addition, each subsection provides a brief background description for the general category, the variables, and the products or services the PLS census is attempting to measure. (Contains 66 references and 20 tables.) (MAS)

ED 378 992 IR 055 395

Hambleton, Alixe E.; Wilkinson, John P.
The Role of the School Library in Resource-Based Learning. SSTA Research in Brief.
PUB DATE- Nov 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; Foreign Countries; Learning Resources Centers; *Librarian Teacher Cooperation; Library Policy; *Library Role; Library Services; Media Specialists; Principals; *Role Perception; *School Libraries; Surveys; Teacher Qualifications; Teaching Experience
IDENTIFIERS- Canada; *Resource Based Learning; *Teacher Librarians

Curriculum reform across Canada resulted in a new commitment to resource-based learning. Not only is the provision of resources important but also the development and implementation of resource-based programs, which are initiated by teacher-librarians and planned cooperatively with classroom teachers. This study addresses the relationship between the presence or absence of an effective library program in the school, the operating space; accessibility; source of revenue; management information; strong and weak points; threats; opportunities; recommendations; and suggestions. Highlights of the report include the following: (1) 48% of the new VCC's students will be enrolled in Adult Basic Education and English-as-a-Second Language programs, less than 1% in apprenticeship programs, 11% in career and technical programs, and 41% in vocational programs; (2) full-time equivalency enrollment in the new VCC is projected to grow at the rate of 0.4997% of the 18-64 age group in the Greater Vancouver Regional District and expected to climb to 6,190 by 2000; (3) the main strength of the new VCC is its location at the center of the largest municipality in British Columbia; (4) the main weak point is the lack of university transfer programs; (5) the main threat to the new VCC is the growth of private training institutions in the Lower Mainland; (6) the main opportunity for revenue is in government training and training-related contracts; and (7) the greatest challenge is to raise morale and get out of the old VCC's chronic financial difficulties. (KP)

ED 379 011   JC 950 079

Alkin, Marvin C.; Freeman, Marie
Matriculation Evaluation: Summary Report, 1990-91.
PUB DATE- Sep 91
NOTE- 73p.; For other summary reports, see JC 950 080-081.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission (School); Admissions Counseling; *Community Colleges; Counseling Effectiveness; *Counseling Services; Databases; *Institutional Evaluation; Program Effectiveness; Program Implementation; Research and Development; School Orientation; State Surveys; Student Placement; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In California community colleges, state-mandated matriculation consists of services intended to enhance student success and processes to improve institutional effectiveness by developing capacities for evaluation, coordination, and training. Each year, the Chancellor's Office conducts evaluations to assess the extent to which matriculation is being implemented by the state's community colleges. In 1990-91, the evaluation approach shifted to a detailed, on-site examination of matriculation evaluation, including the impact of matriculation on students. Site visits were conducted at 18 colleges by 3- to 6-member teams of professionals. The 1990-91 matriculation evaluation revealed that most colleges had made substantial progress since the previous year's initial evaluations, but at each there were some components requiring additional development. In general, admissions, counseling, and orientation components were the most thoroughly developed. Assessment (beyond placement testing), student follow-up, coordination and training, and research and evaluation were most often the weakest components. The 1990-91 report provides information on the status of the following: (1) coordination and training; (2) admission; (3) orientation; (4) assessment; (5) counseling and advisement; (6) student follow-up; and (7) research and evaluation. Also noted are effective aspects of matriculation components occurring in California colleges which can serve as examples for other colleges. The "Team Member's Guide to the Matriculation Evaluation" at Compton College is appended. (KP)

ED 379 012   JC 950 080

and Applied Technology Education Act (VATEA) of 1990. First, background information is presented on the VATEA, indicating that it authorizes and provides significant funding to develop and operate four-year tech prep education programs and calls for statewide articulation agreements between secondary schools and postsecondary institutions. Next, the following requirements for curricula in tech prep education majors and programs are outlined: (1) graduation from the secondary school; (2) general education requirements for the associate degree; (3) specific requirements of an occupational degree or certificate; (4) courses that build student competencies in mathematics, science, communications, and technologies; (5) worksite learning experiences; (6) the option to fulfill requirements for a baccalaureate degree; (7) the option to fulfill requirements for a particular baccalaureate degree major; and (8) placement and employment for students. A history of tech prep in California since 1985 is presented and recommendations are made for increasing articulation among educational segments. Finally, an inventory of tech prep programs is provided, including information on fiscal agents (i.e., consortia administering the grant, special projects, and/or first-year consortia); participating institutions; funding amount; and the educational areas focused on in the program. (KP)

ED 379 029 JC 950 105

Modifications to the Governor's Coordination and Special Services Plan, July 1, 1993-June 30, 1994.
PUB DATE- 30 Jun 94
NOTE- 37p.; In: California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96; see JC 950 102.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; Cooperative Programs; Coordination; *Educational Finance; *Educational Policy; Mission Statements; *Organizational Objectives; *Program Administration; State Aid; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California

Each year, the Governor of California issues the Governor's Coordination and Special Services Plan (GCSSP) providing goals and objectives related to program funding and special initiatives. This report presents modifications to the GCSSP for July 1, 1993-June 30, 1994, including new language for changed sections of the GCSSP related to program information and activities. The report first describes changes related to program information, indicating that the Governor's goals and objectives for program year (PY) 1992-93 were replaced by those for PY 1993-94, and describing measures to be taken by the state to ensure coordination and non-duplication of Job Opportunities and Basic Skills training programs and of Service Delivery Area (SDA) linkages with federally authorized programs. Changes related to program activities are then addressed, including complete descriptions of the following: (1) the state's projected use of resources as of PY 1993-94 (i.e., $104,119,438 for Title IIA, $86,849,261 for Title IIB, and $76,701,237 for Title IIC); (2) oversight policies to ensure fiscal accountability; (3) Title II-funded training activities for adults and youth; (4) use of State Education and Coordination Grants, including designation of the agencies that will administer them and projects to be funded; and (5) SDA

IDENTIFIERS- *Miami Dade Community College FL

In November 1994, a study was conducted at Miami-Dade Community College (M-DCC), in Florida, to determine outcomes after 1 year for first-time-in-college students who began in fall 1992. Specifically, the study sought to determine the percent of first-time students continuing enrollment at MDCC beyond their first year, the effect of student readiness for college on outcomes, and the highest level course in which students who left earned credit. Findings included the following: (1) 8,359 first-time students seeking a degree enrolled at M-DCC in fall 1992; (2) 70% of all degree-seeking students continued enrollment beyond the first year; (3) 22% left with credits earned, while the remaining 8% left with no credits earned; (4) 34% of the non-degree students continued past their first year, while 48% left with credits earned; (5) the continuation rate varied based on readiness for college, with only 68% of the college preparatory and 63% of students lacking English language proficiency continuing after the first year, compared to 83% of the college-ready students; (6) for degree-seeking students who left, 58% had earned through 1000 level courses and 12% through 2000 level courses; and (7) for students lacking English language proficiency, 37% of those who left had earned credit in college preparatory English as a Second Language only and 42% had reached college-level English skills. (Includes tables of findings by student readiness-level and MDCC campus.) (KP)

ED 379 047 JC 950 130

Morris, Cathy; And Others

Characteristics of Supplemental Vocational Education Students, Fall Term 1993. Research Report #94-06R.

PUB DATE- Nov 94

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; *Continuing Education; *Enrollment; Ethnic Groups; Multicampus Colleges; Non Credit Courses; Nontraditional Students; Retraining; *School Demography; *Student Characteristics; Two Year Colleges; Vocational Education

IDENTIFIERS- *Miami Dade Community College FL

This report provides a demographic profile of fall 1993 supplemental vocational education students (SVES's) at Miami-Dade Community College, in Florida, or students enrolled in non-credit courses designed to upgrade job skills. The profile is based on registration forms completed by 7,584 SVES's and includes data on student age, ethnicity, gender, and residency for the college as a whole and for the North, Kendall, Wolfson, Medical Center, and Homestead campuses. Highlighted findings include the following: (1) campus-wide, SVES's accounted for 12% of the total enrollment; (2) 52% of the SVES's were at North Campus and 33% at Kendall; (3) the mean age of the SVES's was 37.6 years, compared to 26.1 for credit students and 33.2 for students pursuing vocational certificates; (4) 37% of the SVES's were over 40 years old, compared to 8% of credit students and 23% of vocational certificate students; (5) 32% were White non-Hispanic and 51% were male, while vocational certificate students were 35% Black non-Hispanic, and 60% female; (6) while only 28% of 14 to 20 year-old SVES's were male, 56% of those over 40 were male; (7) 50.7% of the Black SVES's were female, compared to 58% of Hispanics, and 40% of official position of NAEYC. The remaining articles are the opinions of the authors and are presented in four parts. Part 1 indicates the different kinds of programs from which early childhood educators enter their careers and the resulting inequities in status, differences in standards for programs and practitioners, various program delivery mechanisms, and lack of consensus on cherished values. Part 2 opens with five descriptions of various components of the profession's core knowledge and emphasizes the need for specialized professional development options that build on this knowledge. Also included are articles that discuss the knowledge base for the Baccalaureate Early Childhood Teacher Education Program and a contextual model to promote professionalism in early childhood education and care. Effective strategies that can improve the day-to-day skills of professionals who are engaged in fostering each other's learning are explored in part 3. The volume concludes with practical and policy implications of this vision of a coordinated professional development system and shifts the focus to financing for professional development and compensation of early childhood staff. (BAC)

ED 379 065 PS 022 830

Greenwood, Anne
Children's Rights: The United Nations Convention on the Rights of the Child. AECA Resource Book Series, No. 4.
PUB DATE- Nov 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; *Childrens Rights; *Child Welfare; Civil Liberties; Early Childhood Education; Educational Resources; Foreign Countries; *Government Role; *International Law; Parent Rights; *Public Policy
IDENTIFIERS- *Australia; United Nations; *United Nations Convention on Rights of the Child

This booklet discusses the 1989 United Nations Convention on the Rights of the Child, focusing on the Convention's effects on the rights of children in Australia. It summarizes the main articles of the convention and explains the international legal structures by which the rights of children are protected. The booklet then examines human rights and children's rights, the role of the United Nations in protecting these rights through minimum standards, and the role of the Australian government in protecting these rights through policy. It discusses opposition to the Convention in Australia, voiced primarily by parents who believed that the Convention would abrogate certain parental rights and responsibilities. The booklet then considers: (1) recent developments in Australia that reflect the principles of the Convention; (2) implications of the Convention on early childhood philosophy, policy, and practice; and (3) the prevention of child abuse in Australia. A resource list of 14 publications is included. A separately published official summary of the major issues covered by each article of the convention is attached. Contains 13 references. (MDM)

ED 379 066 PS 022 833

Irvin, Judith L.; Rose, Elaine O.
Starting Early with Study Skills: A Week-By-Week Guide for Elementary Students.
PUB DATE- 95

Theme study is in-depth research on a topic, issue, person, or content-area idea, in which reading and writing are used as tools for learning. Educational benefits of theme study include motivation, individualization, explorations of relationships, and the encouragement of a lifelong-learning attitude. Based on the premise that theme study is more student-oriented than the conventional theme unit and provides children with purposes for high-level learning, this guide provides a rationale and curriculum design for theme study in the elementary classroom. The first part of the guide presents ways to think critically about the study, create a suitable classroom environment, inspire curiosity, and generate a brainstorming session. The second part offers ways to encourage students to think as researchers, writers, and presenters. The third part provides assessment and evaluation techniques and class management techniques needed to drive this new curriculum. Observations on teacher research during theme study are included. Appendices provide a theme study resource inventory, sign-up sheet for theme centers, oral report evaluation form, final-draft writing evaluation form, daily schedules, and a parent report form. (AP)

ED 379 084 PS 022 963

Hongo, Hiroko
Breastfeeding Practices of Japanese Mothers in the South Bay Area of Los Angeles.
PUB DATE- May 94
NOTE- 181p.; Master of Social Work Thesis, California State University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Breastfeeding; Child Development; Child Health; *Cultural Differences; Cultural Influences; Family Environment; Immigrants; Infants; *Japanese Americans; Minority Groups; *Mother Attitudes; Mothers; *Nutrition; *Parent Child Relationship; Physical Development; Questionnaires
IDENTIFIERS- Japanese People

A study investigated the attitudes of Japanese breastfeeding mothers in the South Bay area in Los Angeles. The sample consisted of 20 Japanese mothers over the age of 18 who were born in Japan, who recently came to the United States, and whose youngest child has been breastfed for at least 6 months. Subjects were interviewed in their native language. The results indicated that unrestricted breastfeeding, night nursing while co-sleeping, and long term breastfeeding were practiced. The mothers tended to choose breastfeeding as a matter of course and did not feel shy when nursing in public. They felt that breastfeeding was important for them. In addition, the study indicated some barriers that interfere with their breastfeeding practices, such as cultural and nutritional conflicts and conflicting advice from professionals. Results suggested that knowing the psycho-social obstacles to breastfeeding in the United States can facilitate breastfeeding among ethnic minorities, and that the understanding of culturally appropriate childrearing practices--such as unrestricted nursing, late weaning, and co-sleeping--may be needed among medical professionals as well as mental health professionals. (The survey questionnaire is appended. Contains approximately 110 references.) (AA)

ED 379 085 PS 022 969

(2) how should materials be organized, and (3) what safety guidelines need to be followed. In addition to providing experiences through interest areas, the significance of planning for everyday tasks is also stressed. The outdoor environment is seen as an extension of the classroom, and ways to plan the space and the kinds of equipment needed are considered. Special mention is made of how the physical environment can be adapted to promote the integration of children with special needs. Included in this paper are six figures that provide: (1) suggestions on how to determine the location of learning areas; (2) a sample floor plan for children's indoor space; (3) a checklist for room arrangement, materials and supplies of interest areas; (4) suggestions for a variety of active learning areas; (5) a sample sketch of a playground area; and (6) a list of modifications that can be made to accommodate special needs children. Contains 7 additional resources and 10 references. (BAC)

ED 379 103 PS 023 015

Guiding Children's Behavior. Kentucky Preschool Programs Technical Assistance Paper Number 5.
PUB DATE- 91
NOTE- 11p.; For other Technical Assistance Papers, see PS 023 011-018. Photos in document may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Development; *Classroom Communication; Classroom Observation Techniques; Classroom Techniques; Discipline; Positive Reinforcement; *Preschool Children; Preschool Education; Self Control; Self Esteem; *Teacher Behavior; *Teacher Guidance; Teacher Student Relationship
IDENTIFIERS- *Developmentally Approriate Programs; Kentucky; *Teacher Talk

This technical assistance paper focuses on enhancing teachers' ability to match their expectations with children's existing or emerging capabilities and to facilitate children's development of inner control. Encouraging teachers to adopt a humanistic approach, which promotes opportunities for children to learn and become self-directed, is suggested. Developing self-control and self-esteem are two facets of self-direction that are discussed in detail. Investigating the different elements in the preschool program, such as the physical classroom arrangement, classroom practices, and the teacher's behavior, is considered an important part of the guidance function. Acknowledging the fact that there are no foolproof formulas for guiding child behavior, several ideas for nurturing and maintaining a healthy emotional climate in the classroom are recommended, especially avoiding punitive behavior management techniques. Some specific suggestions are made for guiding children with special needs. Several of the issues discussed in the paper are presented in figures detailing: (1) techniques that a teacher can adopt to enhance a child's self-esteem; (2) possible challenges in the classroom and their solutions; (3) teacher behaviors that should be either encouraged or discouraged; (4) ways of developing positive teacher talk; and (5) ways of handling specific incidents that may happen in the classroom. Contains 6 additional resources and 12 references. (BAC) for a core course in political science that integrates Native American materials, as well as courses on California's Native Americans, Plains Indian culture, American Indian belief systems, American Indian education, the contemporary American Indian, and American Indian culture; (4) addresses and brief descriptions of 45 Native American groups and associations and related institutions; (5) federal government agencies concerned with Native Americans; (6) a list of 35 Native American periodicals; and (7) national museums with Native American materials. (SV)

ED 379 121 RC 019 951

Spears, Jacqueline D.
EMPIRE: Translating Multiculturalism into Local Programs.
PUB DATE- Jan 93
NOTE- 13p.; Photographs will not reproduce.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; American Indians; Anglo Americans; *Community Involvement; Cooperative Programs; *Cultural Awareness; *Educational Change; Educational Cooperation; Elementary Secondary Education; Hispanic Americans; Intercultural Programs; *Multicultural Education; Program Descriptions; *Rural Schools; School Community Relationship
IDENTIFIERS- Arizona; Washington

EMPIRE (Exemplary Multicultural Practices in Rural Schools) is a collaborative multicultural reform project involving the Rural Clearinghouse at Kansas State University and eight rural schools, two regional colleges, and state departments of education in Arizona and Washington. Each rural school is pursuing multicultural projects that are defined and developed locally and build on local resources. Collaborating institutions and agencies provide technical assistance and support. The eight schools are Nazlini Boarding School (Navajo Reservation), DeMiguel Elementary School (Flagstaff, AZ), Washington Elementary (Sunnyside, WA), Yakima Nation Tribal School (Yakima Reservation), Davis High School (Yakima, WA), Hilton Elementary School (Zillah, WA), Hotevilla Bacavi Community School (Hopi Reservation), and Marshall Elementary School (Flagstaff, AZ). At the three American Indian schools, projects incorporate community culture and language into the curriculum to strengthen student cultural awareness and self-esteem, and link students to other cultures through exchanges with other project schools. At schools with primarily Anglo student populations, staff have committed themselves to year-round emphasis on multicultural awareness and comprehensive staff development, which has noticeably changed staff and student attitudes. At two schools experiencing a rising population of Hispanic or formerly migrant students, projects include increasing parent and community involvement, developing a bilingual parent handbook, and adapting a traditional chemistry course to accommodate students with limited proficiency in English. The school with the most diverse student population has focused on building multicultural awareness and recognizing the contributions of all students. (SV)

ED 379 122 RC 019 952

The Class "C" Survey 1994-95. Comparisons of Budgets, Levies and differences in science achievement across Australian schools. The importance of variability in science achievement between schools is shown in this study, with specific reference to how this variability can be attributed to the school system. Contains 54 references and an appendix that describes student and school level variables. (Author/MDH)

ED 379 138 SE 053 586

Bullock, Merry; Ziegler, Albert
Producing Scientific Tests: What Develops and When?
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993). Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Concept Formation; Elementary Education; Elementary School Students; Foreign Countries; Grade 2; Grade 5; *Hypothesis Testing; Research Methodology; Science Activities; *Science Education; *Science Experiments; Science Instruction; *Scientific Methodology
IDENTIFIERS- *Experimental Control; Germany

Developmental changes in the understanding and use of the logic of experimental control were addressed with three tasks in a longitudinal study. In all three tasks, understanding of experimental control was assessed by production measures (children were asked to test potential causal relations in a multivariable situation) and by choice/evaluation measures (children were asked to choose or evaluate tests made by hypothetical others). Tasks involved the rudder position on an airplane, the effect of the diameter of a spring on how far it stretches, and the determination of tree sickness. Children in Grades 2 to 5 produced experimental tests and chose/evaluated tests made by hypothetical others for those tasks. Cross-task and longitudinal analyses suggested that whereas the understanding of experimental control increased substantially between Grades 2 and 4, using this understanding to produce controlled tests lagged behind. On the basis of an analysis of some of the sources of individual differences, a training condition that facilitated the active representation and mental combination of variable dimensions was tested. Substantial test production improvement after training suggests that children's failure to produce controlled experiments arises from their failure to actively represent the problem space, rather than from a fundamental lack of understanding of the logic of experimental control. (Author/MDH)

ED 379 139 SE 054 297

Hills, Stephen M.; De Souza, Gita
The Returns to Educational Training in Math and Science for American Women.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Aug 93
NOTE- 31p.; Project of the Women's Bureau in the U.S. Department of Labor.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Females; Higher Education; High Schools;

NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Educational Change; Elementary Secondary Education; Interviews; *Mathematics Instruction; *Mathematics Teachers; Observation; *Principals; Public Schools; Science Education; *Science Instruction; *Science Teachers; *Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- *Milwaukee Public Schools WI

This document is a report of an intensive study of the K-12 mathematics and science programs in Milwaukee (Wisconsin) public schools (n=40) based on classroom observations, interviews, surveys, and focus group discussions. Results showed that students want practical experiences, less teacher talk, and more student talk. Teacher interviews indicated that staff development needs are greatest in practical instructional methods, integrated curriculum, and use of technology. Principals interviewed believed that barriers to effective instruction include time constraints, few resources, and reduced central office support for principals. Observations of 190 mathematics and science classes showed that: (1) About half of the observed classes at all levels were traditional in format; (2) Only about five percent of the teachers made any attempt to connect lessons to real life; (3) Computers were rarely used at any level; (4) Calculators were seldom used in elementary classes and in only about one-third of the high school classes; (5) Race and ethnic but not gender inequities were found in advanced mathematics and science class enrollments; (6) Diverse grouping arrangements in elementary classes encouraged student interaction regardless of race, ethnicity, or gender; (7) High school science classes had the most opportunity for student interaction; high school mathematics classes, the least; and (8) Many elementary and middle school classrooms were overcrowded. Teachers identified the following major obstacles to teaching mathematics and science effectively: student apathy and fear of mathematics; poor student background or skills; absenteeism and student mobility; lack of parental support; poor student behavior; lack of adequate time for planning; lack of student interest; large class sizes; and limited or no access to technology and current textbooks. Appendices include a guide to site visits and data collection, survey instruments, and focus group questions. (MKR)

ED 379 161 SE 055 786

Harel, Guershon, Ed.; Confrey, Jere, Ed.
The Development of Multiplicative Reasoning in the Learning of Mathematics.
PUB DATE- 94
NOTE- 407p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Addition; Arithmetic; *Cognitive Development; *Division; Elementary Secondary Education; Learning Theories; Mathematical Concepts; *Mathematics Instruction; *Multiplication; *Number Concepts; *Ratios (Mathematics)

This book is a compilation of recent research on the development of multiplicative concepts. The sections and chapters are: (1) Theoretical Approaches: "Children's Multiplying Schemes" (L.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Philosophy; Educational Research; Higher Education; *Humanism; Individualism; *Psychology
IDENTIFIERS- *Dewey (John); *Freud (Sigmund); Skinner (B F)

John Dewey is known as the greatest and the most representative of U.S. philosophers. His philosophy, influenced by and developed during a period of great expansion in U.S. history, and great upheaval in U.S. social life, is characterized by a common sense, extroverted pragmatism. Sigmund Freud, in a ironic twist of fate, has been an important source for a reaffirmation of the inner life, of the importance of personal selfhood in a mass society. The philosophical bases of Freudian psychology, along with a variety of psychoanalytic therapies, have provided the extroverted with just what is missing in Dewey himself, namely a substitute for religious conceptions of the person, or in the case of religious humanism, a comfortably pragmatic approach to mainstream religion. Dewey and Freud, along with B. F. Skinner, in fact represent the three major bases or preconceptions of U.S. social thought today. They are enduring influential figures collectively known as humanists among their admirers and secular humanists among their severe critics. Dewey and Freud also represent a severe schism in Western thought. Dewey's modern human is a pragmatic and sociable optimist whose activist attitude toward problem solving remains highly attractive in all nations and cultures undergoing industrialization and technological advancement. Freud's human, in contrast, knows there is a severe psychic price to pay for uprooting the human being from traditional patterns of family and community life. This paper considers the major differences that divided Freud and Dewey. Contains 10 references. (Author/DK)

ED 379 182 SO 024 208

China. National Studies. Asia-Pacific Programme of Education for All (APPEAL).
PUB DATE- 91
NOTE- 38p.; For the study on Indonesia, see SO 024 209.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Educational Objectives; Educational Planning; *Educational Policy; *Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS- *China; UNESCO

This study discusses China's experience in facilitating the UNESCO APPEAL goals of education for all by: (1) achieving universal primary education; (2) eradicating illiteracy; and (3) providing continuing education in support of the two preceding goals by the year 2000. China plans to establish a training facility in each province to coordinate activities so that a literacy education network will be developed. Eradication of illiteracy and post-literacy continuing education are still a formidable task. At the time of this study there were 220 million illiterates and semi-illiterates aged 12 years and above in China. Because of this, China remains one of the largest illiterate countries in the world. From 1982-87 the number of illiterates fell by 3,360,000 each year. Even with this rate of progress, China will still have 170 million illiterates in the year 2000. According to 1986 statistics, there were more that 820,000 primary schools in China with a total enrollment of 131,820,000 pupils. The enrollment rate of school age children was 96.4 percent. The

NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; Architecture; Art; Art Activities; *Art Education; Art History; Chinese Culture; Foreign Countries; Instructional Materials; Islamic Culture; Latin American Culture; Middle Eastern Studies; *Multicultural Education; Secondary Education
IDENTIFIERS- Africa; Asian Culture; China; Egypt; India; Islamic Art; Japan; Kwanzaa; Latin America; Middle East

The eight units in this volume are designed for use by an art teacher/specialist. Thematic ideas are presented, while skills, techniques, and materials are not dictated. The lessons encourage students to compare and contrast cultures, understand their own cultural experiences, and explore differences and commonalities among cultures. The materials guide students to make art works based on contemporary experiences rather than imitative art of another culture. The eight units are structured to include: (1) "Student Notes," which give a broad view of the arts of the region under study; (2) "Questions Related to Student Notes," which serve as models for teacher developed question sheets, examination or assignments; (3) "Vocabulary"; (4) suggested "Slides and Visuals"; and (5) "Projects" relating student art to art of other regions and to their own lives. Unit 1, Introduction, addresses aesthetic questions concerning the definition and nature of art. Unit 2, Africa, includes student notes on "The Mask and Sculpture Traditions of Africa," and "The Influence of African Art on Western Art." Lesson plans cover topics: "The Relief Sculptures of the Benin"; "Clothes Inspired by African Designs"; "African Rulers, Kingdoms and Empires of the Past"; and "Candelabras and the Kwanzaa Celebration." Unit 3, Egypt, gives student notes on "Ancient Egyptian Art," and lesson plans for: "Egyptian Self-Portrait" and "Poetry-Illustrations-Egypt." Unit 4, the Middle East, includes notes on the "Development of Islamic Architecture in the Middle East," and "Middle Eastern Architecture." Lesson plans are: "Illustrating 'The Arabian Nights'"; "Geometric Patterns in Islamic Art"; and "Dream Palace--Islamic Architecture." Unit 5, Latin America, gives notes on "Pre-Columbian Art and Civilizations in Mexico, Central and Southern America" and "Modern Art." Lesson plans are: "Creating a Personal Visual Diary" and "Art as Political Comment (Political Cartoons)." Unit 6, India, gives notes on "India"; "Hinduism"; and "Buddhism." Lesson plans are: "Puppets--The Ramayana" and "Symbolic Sculpture." Unit 7, China, presents notes on "The Arts of China." Lesson plans are: "Sayings and Proverbs"; "Circular Visual Diary"; and "Good Luck Symbolism." Unit 8, Japan, discusses "The Arts of Japan," and offers lesson plans: "Environmental Issues and the Haiku"; "Surrealism and Japanese Music", and "Illustrations Inspired by the Tanabata Folk Tale." Each unit includes several black and white illustrations. The work concludes with a 92-item bibliography and information about ordering Global Art Slide Sets. (MM)

ED 379 201 SO 024 736

Scott, David Laurel
Cross-Cultural Value Orientations: Clinical Implications from an Analysis of the Theory and Research.
PUB DATE- Aug 94
NOTE- 74p.; Doctoral Dissertation, Biola University.

(Contains 20 references.) (JB)

ED 379 218 SP 035 715

Educational Programs That Work: A Collection of Proven Exemplary Educational Programs and Practices. Eighteenth Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- 92
NOTE- 307p.; For an earlier edition, see ED 338 618.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Bilingual Education; Career Education; *Demonstration Programs; Early Childhood Education; Elementary Secondary Education; Gifted; Health Education; Information Dissemination; Inservice Teacher Education; Interdisciplinary Approach; Language Arts; Mathematics Education; Nontraditional Education; Parent Participation; Physical Education; Preservice Teacher Education; Program Administration; *Program Descriptions; Reading Programs; School Administration; Science Education; Second Language Programs; Social Sciences; Special Education; Technology Education; Vocational Education
IDENTIFIERS- National Diffusion Network; National Education Goals 1990; Program Effectiveness Panel

This publication provides current descriptions of exemplary educational programs in 15 areas. The term "exemplary program" is conferred only after a project has been approved by the Department of Education's Program Effectiveness Panel. Opening sections of this catalog list the National Goals for Education, offer questions and answers about the volume, list projects approved since the last edition was published, and discuss the role of state facilitators of the National Diffusion Network. The next 15 sections each contain program descriptions grouped under the following general categories: Adult Education; Administration/Organization Arrangements; Alternative Schools/Programs/Bilingual/Migrant; Language Arts/Writing/Literature/Foreign Languages; Mathematics; Multi Disciplinary Skills; Reading; Career/Vocational Education; Early Childhood/Parent Involvement; Gifted & Talented/Technology/Special Interests; Health/Physical Education; Preservice/Inservice Training; Science; Social Science; and Special Education/Learning Disabilities. The individual program descriptions contain information on audience, requirements, services, contact person with address and telephone number, and source of project funds. There is also a section on dissemination processes and one that lists projects whose services are no longer available. Three indexes list projects by state, programs grouped under ERIC descriptors, and projects in alphabetical order. (JB)

ED 379 219 SP 035 716

Leutheuser, Jami, Ed.
Educational Programs That Work: The Catalogue of the National Diffusion Network (NDN). 20th Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC National Diffusion Network.
PUB DATE- 94
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

references.) (JB)

ED 379 236 SP 035 741

Marth, Joseph R.; Newman, Isadore
The Personality Structure of Pre-Service Teachers as Measured by the 16 PF: Estimates of Stability across Time and Gender.
PUB DATE- 15 Oct 93
NOTE- 41p.; Paper presented at a Conference of the Midwestern Educational Research Association (October 15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Education Majors; Elementary Secondary Education; Higher Education; *Personality Traits; Preservice Teacher Education; *Sex Differences; *Student Characteristics; Student Teachers; Teacher Characteristics; Time
IDENTIFIERS- *Preservice Teachers; *Sixteen Personality Factor Questionnaire; University of Akron OH

In a study of the personalities of preservice teachers, Cattell's 16 Personality Factor (PF) Questionnaire was administered to 2,225 applicants to the College of Education of the University of Akron (Ohio). Data were analyzed by gender and by year of application (Year 1, 2, or 3). Results indicated that at the primary factor level, personality factors were found to be stable across time and gender. Results of discriminant analysis revealed statistically significant differences in the primary factor profiles between males and females, but further analysis determined that the differences were not practically significant. Data were analyzed for specific personality traits, such as anxiety, independence, extraversion, superego strength, imaginativeness, and uncontrolled imaginativeness and found to be very similar across time and gender. These results support the use of a single factor structure for both genders. The paper concludes that men and women applying to the teacher education program share similar personality structures, and the personalities of cohorts of preservice teachers appear to be stable from year to year. (Contains 73 references.) (JDD)

ED 379 237 SP 035 742

Kneller, George F.
Educationists and Their Vanities: One Hundred Missives to My Colleagues.
PUB DATE- 94
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Role; Criticism; Educational History; Educational Psychology; Education Courses; Elementary Secondary Education; Essays; Hermeneutics; Higher Education; Humanistic Education; Multicultural Education; Politics of Education; *Schools of Education; *Teacher Education; *Teacher Education Curriculum; *Teacher Educators

This volume collects 100 short essays written from 1957 to the present on the study of education and the training of teachers. The essays appear in the order in which they were originally written because they deal with issues and events that occurred at the time they were written. They embrace a range of themes including the art of teaching, the human sciences, multiculturalism, egalitarianism, postmodernism, and particularly the study of education itself. Throughout, the aim

PUB TYPE- e point for detailed study. Eac
phonology, morphophonemics, grammar, and vocabulary of the
,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages;
American Indians; Cultural Background; Cultural Traits;
Descriptive Linguistics; Foreign Countries; *Grammar;
*Indigenous Populations; Language Research; Language Typology;
*Morphophonemics; *Phonology; Questionnaires; Spanish;
Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mexico; *Zoque

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Zoque, an indigenous language of Mexico spoken in Chimalapa, in the state of Oaxaca. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 793 FL 022 560

Chontal de la Sierra de Oaxaca (Chontal of the Oaxacan Mountain Area).
PUB DATE- 80
NOTE- 174p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Chontal
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- t for detailed study. Each volu
phonology, morphophonemics, grammar, and vocabulary of the
la,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages;
American Indians; Cultural Background; Cultural Traits;
Descriptive Linguistics; Foreign Countries; *Grammar;
*Indigenous Populations; Language Research; Language Typology;
*Morphophonemics; *Phonology; Questionnaires; Spanish;
Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Chontal; *Mexico

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Chontal, an indigenous language of Mexico spoken in the mountains of Oaxaca. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are according to American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. Error analysis of the taped interviews focused on features in five categories: fluency and complexity; phonology; semantics; syntax; and syntax and semantics. Subjects were 6 students with intermediate-level proficiency ratings enrolled in second- and third-year Mandarin courses; three were HEs and three were NHEs. Results confirmed five of the fourteen hypotheses, those relating to patterns in code-switching and errors in vocabulary, tone, pronunciation, and word order. It was found that while the ACTFL intermediate-mid and intermediate-high level criteria seemed to describe the subjects, there were some differences to which the ACTFL guidelines may not be sensitive, particularly the skills of the non-educated but native speaker. Implications for second language instruction are discussed. Contains 31 references. (MSE)

ED 378 814 FL 022 699

Hatfield, William N., Ed.; And Others
Visions and Reality in Foreign Language Teaching: Where We Are, Where We Are Going. Selected Papers from the Annual Central States Conference on the Teaching of Foreign Languages (Des Moines, Iowa, March 25-28, 1993).
PUB DATE- 93
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- Elementary Secondary Education; FLES; Global Approach; Instructional Materials; *Learning Strategies; Meetings; Middle Schools; *Multimedia Instruction; Parent Role; *Second Language Instruction; *Second Language Learning; Speeches; *Student Attitudes; Student Motivation; Teaching Methods
IDENTIFIERS- *Indiana

Papers in this volume are: "The Origin, Grittner); "What We Can Learn from Those Who Avoid Us: Why Some Students Do Not Study Foreign Language" (Mary Ann Pederson); "Exploring Student Beliefs about Language Learning" (Christine M. Campbell, and others); "Whole Language and Foreign Language Proficiency: Natural Approaches to Language Learning (Aleidine J. Moeller); "An Introduction to Foreign Language Multimedia: The Ten Most Frequently Asked Questions" (Sue K. Otto; James P. Pusack); "Try Music!" (Judith Weaver Failoni); "The Parent Factor in FLES" (Audrey L. Heining-Boynton); "All around the World: A Global Unit for Upper Elementary Students" (Christine Joslin); "Middle School Foreign Language: What Is It? What Should It Be?" (Patrick T. Raven; Jo Anne S. Wilson); "Second Language Learning in a Social Context" (Rose Marie Beebe, Kathy S. Leonard); "Reading Comprehension Assessment Measures: The Recall Protocol Revisited (Salem Aweiss); and "The Iowa Critical Languages Program: Developing Teachers of Critical Languages for Secondary Schools" (Leslie L. Schrier; Michael E. Everson). Contains 18 references. (CK)

ED 378 815 FL 022 700

Crouse, Gale K., Ed.; And Others
Meeting New Challenges in the Foreign Language Classroom. Selected Papers from the Annual Central States Conference on the Teaching of Foreign Languages Kansas City, Missouri, April 21-24, 1994).
PUB DATE- 94

education through the language. The report describes some general characteristics of the all-Irish elementary schools, then summarizes and discusses findings on the reasons given for sending children to them, home use of Irish, and use of Irish outside the home. Some data tables, the survey questionnaire, and maps of all-Irish school family distribution are appended. (MSE)

ED 378 835 FL 022 765

Short, Deborah J.
The Academic Language of Social Studies: A Bridge to an All-English Classroom.
PUB DATE- 18 Feb 95
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Phoenix, AZ, February 14-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Discourse Analysis; Educational Strategies; *English (Second Language); Instructional Materials; Intermediate Grades; Junior High Schools; *Language Role; *Limited English Speaking; Middle Schools; *Social Studies; Textbooks
IDENTIFIERS- *Content Area Teaching

This paper reports a study that examined the academic language of middle school social studies education, as found in textual and classroom discourse, and the instructional practices effective in guiding students to accomplish academically and socially meaningful tasks. It involved classroom-based research, analysis of textbook discourse, classroom talk, and student work samples. Student language development was also examined. The study also resulted in development of two thematic units for integrating language and social studies objectives with thinking/study skill practice and multicultural perspectives, on protest and the American Revolution, and conflict in world cultures. Textbook discourse analysis included examination of text structure and content and use of vocabulary. Analysis of functional academic language in social studies looked at its semantic and syntactic features, language functions and tasks, and routine classroom discourse and analyzed its specific features. It was also determined that social studies offers many opportunities for higher-order thinking tasks. It was found that both English-as-a-Second-Language and content area teachers used specific bridging strategies to accommodate student language needs. Limitations were identified in existing instructional materials, and explicit socialization into classroom culture was found to be desirable. Implications for instruction are addressed briefly. (MSE)

ED 378 836 FL 022 777

Malcolm, Ian G.
Linguistic and Cultural Factors in Service Interactions.
PUB DATE- Jul 94
NOTE- 32p.; Paper presented at the Annual National Conference of the Australian Council for Adult Literacy (17th, Perth, Western Australia, Australia, July 8-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- 107p.; For previous report, see ED 358 801.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Buildings; *College Housing; Dormitories; *Educational Finance; Enrollment Trends; *Facility Utilization Research; Higher Education; Income; Resident Assistants; Residential Colleges; Residential Patterns; *Space Utilization; State Colleges; Tables (Data); Trend Analysis
IDENTIFIERS- *New York

Data were gathered and analyzed in Fall 1993 on the use of residence hall facilities at all New York state operated colleges with residence halls and these data were also analyzed for trends by comparison with data since 1984. Twenty-six institutions were surveyed. Findings include the following: (1) in Fall 1993 the total utilization of residence hall facilities (headcount) was reported to be 58,857, the smallest utilization in the past 10 years; (2) net revenue producing adjusted design capacity also decreased slightly from 1992 to 61,340 (bedcount); (3) occupancy level (96 percent) was only marginally higher than 1992 (95.7 percent) and was therefore the second lowest in the past 10 years; (4) trend data indicated that for 6 of the last 10 years revenue producing utilization of residence halls for purposes other than resident student occupancy generally increased; (5) the average number of students per resident assistant for the system as a whole remained relatively constant over the past 10 years; (6) University Centers all showed increases in percent utilization of net revenue producing adjusted design capacity from Fall 1992, and (7) Fall 1993 data showed that percent utilization of net revenue producing adjusted design capacity for the University Colleges decreased for the third consecutive year from the Fall 1990 peak of 100.8 percent. Twelve tables present the data in detail. (JB)

ED 378 855 HE 028 002

Ben-Ur, Tamar; Rogers, Glen
Measuring Alumna Career Advancement: An Approach Based on Educational Expectations.
PUB DATE- 1 Jun 94
NOTE- 33p.; Paper presented at the Annual Forum of the Association for Institutional Research (New Orleans, LA, June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Alumni; *Career Development; Classification; *College Graduates; College Outcomes Assessment; Concurrent Validity; Expectation; *Females; Higher Education; Liberal Arts; *Measurement Techniques; Private Colleges; Promotion (Occupational); Single Sex Colleges; Socioeconomic Influences; Test Validity; Womens Education
IDENTIFIERS- *Alverno College WI

Alverno College (Wisconsin), a women's liberal arts college, has developed an Alumni Career Level Classification (AACLC) scheme to measure alumna career advancement and demonstrate institutional accountability. This validation study was part of a larger longitudinal study of two entire cohorts of students entering the college in 1976 and 1977, of whom most were predominantly first generation college students from working

(1) the faculty role model; (2) faculty role model parameter values; (3) roles in the faculty role model; (4) role component weights; (5) appropriate sources of information; (6) information source weights; (7) how information should be gathered; and (8) appropriate forms and protocols. It also examines the selection and development of forms for the student evaluation of faculty, providing samples of published rating forms and systems. A list of over 500 student rating form items is included. An appendix contains a sample faculty evaluation manual. (Contains approximately 550 references.) (MDM)

ED 378 874 HE 028 023

Strategic Plan To Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education. Annual Report: December, 1994.
PUB DATE- Dec 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affirmative Action; Cultural Differences; *Cultural Pluralism; Disadvantaged Youth; Enrollment; *Equal Education; *Equal Opportunities (Jobs); Ethnic Groups; Higher Education; Minority Groups; Program Descriptions; Program Effectiveness; *Public Colleges; Racial Integration; School Holding Power; State Norms; *State Programs; Strategic Planning; Student Recruitment
IDENTIFIERS- *Connecticut; Diversity (Faculty); Diversity (Student)

This report describes the activities and results of three programs instituted under Connecticut's Minority Advancement Program (MAP) to promote racial and ethnic diversity in Connecticut public higher education. The Connecticut Collegiate Awareness and Preparation Program (ConnCAP), which enrolled 1,585 students in 1993-94, is designed to give high school students from disadvantaged backgrounds the necessary skills and motivation for success in college. The Minority Enrollment Incentive Program (MEIP) monitors the access, retention, and graduation rates of underrepresented minorities in Connecticut public colleges and universities. It found an overall increase in minority access, retention, and graduation rates between 1990 and 1994. The Minority Staff Development and Recruitment Program (MSDRP) aims to achieve representative employment for minority faculty, administrators, and other professional staff at Connecticut public colleges, universities, and central offices. It found an increase in the percentage of minority staff between 1992 and 1993. Six appendixes provide information on MEIP goals, ConnCAP college-school district partnerships, MEIP peer review committee, MEIP grants to institutions, and MSDRP grants to institutions. (MDM)

ED 378 875 HE 028 024

Schenet, Margot A.
The Federal Direct Student Loan Program. CRS Report for Congress.
PUB DATE- 6 Jan 95
NOTE- 22p.; For a related document, see HE 028 025.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Students; Educational Attitudes; Federal Aid; *Federal Programs; Financial Support; Government Role; Loan Repayment; Postsecondary Education; Program Descriptions;

Futures (of Society); Governance; Government School Relationship; Higher Education; Institutional Mission; International Education; International Relations; Leadership; Politics of Education; Public Policy; *Research Universities; Retrenchment; Teacher Role; Undergraduate Study

IDENTIFIERS- Health Sciences; Rationality; Teacher Researcher Relationship

This volume contains 19 papers on the current status of the research university particularly in light of diminished federal research support and of the opportunities and perils of the larger, international educational stage. The papers are: (1) "Balancing Acts: Dilemmas of Choice Facing Research Universities" (Jonathan R. Cole); (2) "The Politics of Ambivalence: Diversity in the Research Universities" (Neil J. Smelser); (3) "Rationality and Realism, What Is at Stake?" (John R. Searle); (4) "Making Choices in the Research University" (Donald Kennedy); (5) "Presidential Leadership" (Steven Muller); (6) "Competition and the Research Universities" (Stephen M. Stigler); (7) "The Mission of the Research University" (Nannerl O. Keohane); (8) "The Place of Teaching in the Research University" (Frank H. T. Rhodes); (9) "Can the Research University Adapt to a Changing Future?" (Walter E. Massey); (10) "America's Research Universities under Public Scrutiny" (Kenneth Prewitt); (11) "In Defense of the Research University" (Seymour Martin Lipset); (12) "The Research University as a Setting for Undergraduate Teaching" (Adrienne Jamieson and Nelson W. Polsby); (13) "Current Criticisms of Research Universities" (Harvey Brooks); (14) "The Appropriate Scale of the Health Sciences Enterprise" (William C. Richardson); (15) "Federal Science Policy and Universities: Consequences of Success" (Rodney W. Nichols); (16) "Governing the Modern University" (Robert M. Rosenzweig); (17) "The Distinction and Durability of American Research Universities" (Francis X. Sutton); (18) "Knowledge without Borders? Internationalization of the Research Universities" (Eugene B. Skolnikoff); and (19) "The Research University: Notes toward a New History" (Stephen R. Graubard). Includes an index. Most papers contain references. (JB)

ED 378 895 HE 028 046

Borchert, Mary Ann E.

Master's Education: A Guide for Faculty and Administrators. A Policy Statement.

SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

PUB DATE- 94

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Standards; Degree Requirements; Educational Quality; Enrollment; Financial Support; Foreign Students; Graduate School Faculty; Graduate Students; Graduate Study; Higher Education; Masters Degrees; *Masters Programs; Masters Theses; Program Administration; Program Development; *Standards; Student Characteristics

This publication addresses Master's in Education programs and some commonly accepted standards of good practice particularly in light of the degree's increasing importance as a primary credential for those seeking to improve and upgrade their professional skills. After a brief review of the history of Master's degrees, a section on the degree program and

Dougherty, Jennifer Dowling; And Others
Business Process Redesign for Higher Education.
PUB DATE- 94
NOTE- 281p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Administration; *Change Strategies; *College Administration; Costs; Data Analysis; Data Collection; Higher Education; *Improvement Programs; *Management Systems; *Models; *Performance Technology; Quality Control; Services
IDENTIFIERS- *Business Process Redesign

Business process redesign (BPR) is a multifunctional, interdisciplinary, and strategic business improvement methodology designed to improve service, costs, and quality. This book provides a conceptual framework for institutions of higher education to shape such an improvement effort including examples of BPR activities and tools. Chapter 1 describes BPR's underlying philosophy. Chapter 2 presents a three-phased conceptual framework from which college/university analysts can develop their own unique approach to change. Within each phase, step-by-step tasks suggest when, where, and how institutions can weave together technological solutions, process improvement techniques, and change management strategies. Chapter 3 provides analytical tools that assess the "as-is" process and generate redesign ideas. These tools include, among others, work distribution analysis, process flowchart analysis, and cost of quality analysis. This process identifies why and how work is currently done to identify the critical components of the future process design. Chapter 4 shows the results of BPR analyses, as well as the expected benefits. The examples encourage teams to look beyond the initial task of data collection to the subsequent tasks of data analysis, conclusion formation, and recommendation development. A glossary and three appendixes, containing sample work distribution charts, samples of process flowcharting, and sample customer analysis surveys, conclude the book. (JDD)

ED 378 914 HE 028 065

Blom, Nancy S.; Olsen, Tammey
Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1993-June 30, 1994.
PUB DATE- Jan 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; *College Programs; *Degrees (Academic); Doctoral Degrees; Educational Certificates; *Educational Opportunities; Graduate Study; Higher Education; Majors (Students); Masters Degrees; Postsecondary Education; Private Colleges; Public Colleges; Student Costs; Undergraduate Study
IDENTIFIERS- *North Dakota

This report provides information on degree and certificate programs offered and student program completions for fiscal year 1993-94 in North Dakota's public and private postsecondary

(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; *Change Agents; *Change Strategies; *College Faculty; *Faculty College Relationship; Higher Education; *Institutional Mission; Mission Statements; Organizational Change; Resistance to Change; Self Evaluation (Groups); State Universities; Strategic Planning; Teacher Role; Urban Universities
IDENTIFIERS- *Faculty Attitudes; *Portland State University OR

Efforts at Portland State University (PSU) in Oregon illustrate how an institution can clarify its own purposes, evaluate how the environment supports its academic mission, and effectively institute changes that will bring faculty activities and institutional purposes into a more harmonious alignment. In 1990 PSU began a strategic planning process that produced a two sentence mission statement and a set of institutional characteristics to develop and promote. With these in place a process to examine whether faculty roles and rewards matched the mission and role of the institution began. Faculty attitudes toward redefined roles and responsibilities were found to fall into four categories--either committed, cautious, skeptical, or or strongly opposed. Even though initial projects focused on faculty change were chosen with care, change took longer than expected. Overall the PSU efforts focused on: (1) creating an environment that supports change; (2) expanding the scope of change; (3) making connections and creating conditions that will sustain change; and (4) re-balancing the campus in the wake of the ripple effect that the change efforts created. Finally, the experience seemed to support a broad conclusion that institutions and individuals must be prepared for continuous change. (JB)

ED 378 932 HE 028 107

Sagan, Jean S., Ed.; Rebel, Thomas P., Ed.
Employment Issues in Higher Education: A Legal Compendium.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 95
NOTE- 532p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Faculty; *Colleges; *Compliance (Legal); Conflict Resolution; Dismissal (Personnel); Early Retirement; Employee Responsibility; *Employer Employee Relationship; Employment Practices; Employment Problems; Faculty College Relationship; Federal Legislation; Federal Regulation; Fringe Benefits; Grievance Procedures; Higher Education; Job Performance; Labor Legislation; Labor Relations; *Legal Problems; Legal Responsibility; Personnel Evaluation; Retirement; Sexual Harassment; State Legislation; State Regulation
IDENTIFIERS- *Americans With Disabilities Act 1990; Worker Adjustment and Retraining Notification Act

This volume contains 32 articles and sample documents treating legal issues in higher education employment focusing on major issues arising in a non-unionized setting. The first of six sections contains seven articles on the employment relationship in general that touch on current legal trends in employee selection procedures, employment contracts, personnel policies, immigration law, the Family Medical Leave Act, health coverage for domestic partners, and overtime compensation liability. The next section, on accommodation issues arising from the

ED 378 952 IR 016 968

Tyan, Nay-ching Nancy; Hu, Yi-chain
Effects of Translation Methods in Imported Instructional Video Programs on Taiwan Fourth Graders' Memory.
PUB DATE- 9 Feb 95
NOTE- 19p.; Paper presented at AECT-INCITE Conference (Anaheim, CA, February 9, 1995). Funded by a grant from the National Science Council.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Control Groups; Elementary School Students; Experimental Groups; Foreign Countries; Grade 4; Intermediate Grades; *Language of Instruction; *Memory; Narration; Pretests Posttests; *Translation; *Videotape Recordings
IDENTIFIERS- Keywords; Subtitles (Television); *Taiwan; Verbal Memory; Visual Memory

The purpose of this study was to investigate the effects of various translation methods used in imported instructional video programs on Taiwan elementary school students' visual and verbal memory. Following pretesting, 128 fourth grade students from an urban public elementary school in northern Taiwan participated. The students in 4 experimental and 1 control group, watched a 20-minute video program on the reproduction and birth behaviors of animals which was translated in one of the following ways: (1) Chinese narration, with no subtitles; (2) English narration, with complete Chinese subtitles; (3) Chinese narration, with complete Chinese subtitles; (4) Chinese narration, with key-words subtitled in Chinese; and (5) English narration, with no subtitles. The students were immediately given a posttest, and retested two weeks later. The 51-item test measured their visual and verbal memory through a color photo recall and an achievement-like exam. Experimental groups significantly outperformed the control group on the visual memory subtests, in both immediate and delayed posttests. In terms of verbal memory, the Chinese-narration-no-subtitle group significantly outperformed the Chinese-narration-key-words-subtitle group and the control group in the immediate posttest; in the delayed posttest, there was no significant difference among the five groups. In total score, Chinese-narration-no-subtitle group significantly outperformed the control groups, both in immediate and delayed posttesting. Based on these results, it is suggested that Chinese narration be added to imported instructional video programs in order to facilitate young students' memory, and parents, teachers, and distributors keep this in mind when purchasing such videos. (MAS)

ED 378 953 IR 016 969

Hauck, Rita M.
Training in the Use of the Internet.
PUB DATE- 95
NOTE- 17p.; Paper presented at the National Convention of the Association of Educational Communications and Technology (Anaheim, CA, February 11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

ED 378 972 IR 055 337

Collecting, Preserving & Sharing Information in Micronesia. Proceedings of the Annual Pacific Islands Association of Libraries and Archives Conference (3rd, Saipan, Northern Mariana Islands, October 13-15, 1993).
PUB DATE- Oct 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Access to Information; *Archives; Childrens Libraries; Computer Networks; *Cultural Maintenance; *Foreign Countries; Fund Raising; Higher Education; Librarians; Library Collection Development; *Library Services; Motivation; Preservation; *Public Libraries; Public Relations; Recreational Reading
IDENTIFIERS- Guam; *Micronesia; Northern Mariana Islands; Pacific Islands

Participants from Washington, Hawaii, Majuro, Palau, Guam and other points in the Northern Mariana Islands came together to share information relating to the functions of libraries and archives as information banks and as preservers of the cultural heritage of Micronesia. Papers presented were: (1) "Reading Motivation in the Pacific" (Marilyn Camacho-Salas); (2) "Fund Raising" (Lee Webber); (3) "Public Relations" (Lee Webber); (4) "Selected Health Reference Services for the Non-Health Sciences Library" (Irene Lovas); (5) "Children's Library Services in Pohnpei" (Nel Lawson); (6) "More Books for the Buck" (Richard Meldrom); (7) "Small Archives for Librarians and Curators" (Garth Crockford); and (8) "Computers: Access to the University of Guam Library and the Internet" (Arlene Cohen). (SLD)

ED 378 973 IR 055 343

Webb, Kathleen Ann
A Study of the Description and Evaluation of Indexes in Biographies Written for Children.
PUB DATE- 24 Mar 94
NOTE- 26p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Biographies; Children; *Childrens Literature; *Content Analysis; Evaluation Methods; *Indexes; *Indexing; *Information Retrieval; Statistical Analysis; Subject Index Terms; Vocabulary

An indexer faces unique challenges when the genre consists of biographical material written for children. The narrative prose style demands vividly descriptive indexing terms, but the youthful audience requires a control of vocabulary and a clear, simple presentation. The literature of library and information science yields a few sources on the indexing of biographies or nonfiction for children, but no source addresses this specific combination. In this research, content analysis and descriptive statistics were used to determine the occurrence and nature of indexes in recommended biographies written for children. Of 300 recommended biographies, about 40% were found to contain indexes, and most dated from recent years. The indexes were evaluated using an adapted checklist that followed the guidelines of the American Society of Indexers. Based on this data, the researcher recommends techniques to improve the quality of indexing in this genre. Indexes should be used ability of that school to implement a resource-based teaching/learning program, and the role of the teacher-librarian in program planning and implementation. Principals, teachers, and librarians responded to a survey on the following: (1) policy and procedures; (2) instructional strategies; (3) awareness of and commitment to school library use and communication among the 3 groups; (4) cooperative planning and teaching; (5) expectations of, attitudes towards, and beliefs about understanding of school library services; (6) the role of the school library; and (7) the role of the librarian. Findings show that although schools where qualified teacher-librarians are scheduled at least half-time are best able to provide the essential support for resource-based teaching and learning, there is no agreement among principals, teachers, and librarians on the role of the library and librarian in resource-based programs. Experience and qualifications of principals and teachers made little difference in their responses, indicating that training is required to change their attitudes about the benefits of school libraries. A copy of the questionnaire is appended. (Contains 18 references.) (MAS)

ED 378 993 IR 055 396

The South Carolina Program for Library Development, 1994-1997 under the Library Services and Construction Act (P.L. 101-254, FY 1995).
PUB DATE- 95
NOTE- 68p.; For the 1993-96 report, see ED 369 397.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Federal Aid; Higher Education; Individual Needs; Institutional Libraries; Library Development; Library Facilities; *Library Funding; *Library Planning; *Library Services; Long Range Planning; Public Libraries; Science Libraries; *Shared Resources and Services; Special Libraries; User Needs (Information)
IDENTIFIERS- *Library Services And Construction Act; *South Carolina Library Network

The South Carolina State Library's plan for use of Library Services and Construction Act (LSCA) Title I, II, and III funds is presented. Highlights include: a profile of the public, including special needs populations; profiles of the state's libraries and their needs; criteria, priorities and procedures for library improvement under Title I (Library Services), Title II (Library Construction), and Title III (Interlibrary Cooperation); and long-range goals, objectives and implementation plans. The goals are: (1) strengthening the State Library agency for the purpose of providing statewide library leadership and services; (2) expanding and improving public library services throughout the state, providing access for every resident, so as to further the educational, vocational, economic, and cultural enrichment of all citizens; (3) extending and improving library services to special clientele such as the institutionalized and physically handicapped; (4) encouraging and developing resource-sharing by all libraries through participation in the South Carolina Library Network and other cooperative activities. Seven statistical tables are included. (MAS)

ED 378 994 IR 055 397

Alkin, Marvin C.; Freeman, Marie
Matriculation Evaluation: Summary Report, 1991-92.
PUB DATE- Sep 91
NOTE- 78p.; For other summary reports, see JC 950 079-081.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission (School); Admissions Counseling; *Community Colleges; Counseling Effectiveness; *Counseling Services; Databases; *Institutional Evaluation; Program Effectiveness; Program Implementation; Research and Development; School Orientation; State Surveys; Student Placement; *Two Year Colleges
IDENTIFIERS- *California Community Colleges

In California community colleges, state-mandated matriculation consists of services intended to enhance student success and processes to improve institutional effectiveness by developing capacities for evaluation, coordination, and training. Each year, the Chancellor's Office conducts evaluations to assess the extent to which matriculation is being implemented by the state's community colleges. During the 1991-92 evaluation, matriculation processes at 20 colleges were reviewed by 3- to 6-member site visit teams. The evaluation found that, generally, components were well-implemented, and improvement was noted in most components. Admission, orientation, assessment, and counseling and advisement were the most thoroughly developed components, with noted improvements in assessment since the previous year's evaluation report. Colleges generally made the least progress in implementing student follow-up and research and evaluation components. This report presents 1991-92 findings on: (1) coordination and training; (2) admission; (3) orientation; (4) assessment; (5) counseling and advisement; (6) student follow-up; and (7) research and evaluation. Also highlighted are a number of effective practices at particular colleges which might serve as examples for other colleges. The "Team Member's Guide to the Matriculation Evaluation" at Mission College is appended. (KP)

ED 379 013 JC 950 081

Alkin, Marvin C.; Freeman, Marie
Matriculation Evaluation: Summary Report, 1992-93.
PUB DATE- Sep 91
NOTE- 70p.; For other survey reports, see JC 950 079-080.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission (School); Admissions Counseling; *Community Colleges; Counseling Effectiveness; *Counseling Services; Databases; *Institutional Evaluation; Program Effectiveness; Program Implementation; Research and Development; School Orientation; State Surveys; Student Placement; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In California community colleges, state-mandated matriculation consists of services intended to enhance student success and processes to improve institutional effectiveness by developing capacities for evaluation, coordination, and training. Each year, the Chancellor's Office conducts evaluations to assess the extent to which matriculation is being implemented by the state's community colleges. During the 1992-93 evaluation, matriculation processes at 16 colleges were reviewed by 3- to 6-member site visit teams. The evaluation found that: (1) with involvement in capacity building and technical assistance funds. Attachments include vision and mission statements from the State Job Training Coordinating Council; 1993 goals and objectives for California's Job Training and Placement Programs; and a chart of barriers to employment, with the corresponding Title II category. (KP)

ED 379 030 JC 950 106

Memorandum of Understanding between the State Board of Education and the Board of Governors of the California Community Colleges Related to the Coordination of Vocational Education Programs and Services.
PUB DATE- 94
NOTE- 11p.; In: California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96; see JC 950 102.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Cooperation; *Articulation (Education); Board of Education Policy; Community Colleges; *Conflict Resolution; Cooperative Planning; Coordination; Partnerships in Education; *Program Administration; State Boards of Education; *State Regulation; Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California

Providing information on a memorandum of understanding (MOU) between the California State Board of Education and the Board of Governors of the California Community Colleges to facilitate the articulation and coordination of vocational education programs and services funded by the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA), this document describes the planning process between the two agencies and timelines for division of funds. Following a brief introduction indicating that the MOU delegates the maximum responsibility to the Board in administration and operation of community college vocational programs funded by the VATEA, the report describes areas of agreement related to the following: (1) shared planning and coordination, including staff operations and the background, purpose, functions, and operational procedures of the Joint Advisory Committee on Vocational Education (JACVE); (2) the development of the state plan for vocational education and/or amendments, including the processes for adopting, developing, and monitoring the implementation of the plan and amendments; and (3) procedures for resolving differences, indicating that if the JACVE fails to reach an agreement, the presidents of each board will meet, then a joint session of the two boards will be held if the presidents cannot agree, and finally, if an agreement is still not reached, the Board of Education will make a decision. (KP)

ED 379 031 JC 950 107

TJCTA Messenger, September 1993-April 1994.
PUB DATE- 94
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; *Employment Patterns; Faculty Organizations; Graduate Surveys; *Part Time Faculty; Salaries; State Surveys; Teacher Attitudes; *Teacher Retirement; *Teacher Salaries; Two Year Colleges

Whites; (8) North Campus enrolled 3,964 SVES's, representing 18% of its total enrollment, while Kendall enrolled 2,464 SVES's, 11% of its total; and (9) Wolfson Campus had 261 SVES's, 2% of its total, and Medical Center campus had 848 supplemental students, accounting for 18% of its total enrollment. (KP)

ED 379 048 JC 950 131

Belcher, Marcia J.
Accountability at Miami-Dade Community College: A Report to the State. Research Report #94-08R.
PUB DATE- May 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Accountability; *Associate Degrees; *College Outcomes Assessment; College Preparation; *College Transfer Students; Community Colleges; *Enrollment Rate; Ethnic Distribution; *Ethnic Groups; Grade Point Average; High School Graduates; Licensing Examinations (Professions); School Holding Power; Success; Tables (Data); Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

Representing Miami-Dade Community College's (MDCC) mandated report to the state on accountability efforts, this document provides discussions and tables related to statewide accountability measures, providing local data and comparisons to statewide outcomes where possible. The following measures are addressed: high school graduate enrollment by ethnicity; status of Associate of Arts (AA) and Associate of Science (AS) degree seekers after 4 years; AA degree transfers to state universities; licensure pass rates; vocational program placement; trends in students needing college preparatory courses and outcomes after 2 years; and passing rates for the College-Level Skills Assessment Test. Data tables included for each measure provide definitions of the measures, data on outcomes, a five-year target, and a list of activities to meet the target. Highlighted data include the following: (1) 70% of the 1990-91 Hispanic graduates from Dade County high schools enrolled in MDCC the following year; (2) from fall 1989 through summer 1993, 87% of AA degree seekers were successful and 75% were retained over the 4-year period; (3) for AS seekers in the same period, 87% were successful and 70% were retained; (4) 86% of transfers to the state university system in 1991-92 earned grade point averages of 2.0 or better their first year; (5) almost 90% of students required to take licensure examinations in 1991-92 passed them; (6) from 1989-92, M-DCC had a job placement rate of 92% to 95% in vocational programs; and (7) 70% of the students entering M-DCC in fall 1990 tested as deficient in one or more areas compared to 48% for the rest of the state's community colleges. (KP)

ED 379 049 JC 950 132

Fisher, Sylvia K.
Enrolled Students' Evaluation of Miami-Dade Community College Services. Research Report #94-10R.
PUB DATE- Sep 94
NOTE- 100p.; For a report of evening students' evaluations only, see JC 950 133.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Instructional Effectiveness; Listening Comprehension; *Metacognition; Notetaking; Outlining (Discourse); Reading Comprehension; Schemata (Cognition); *Study Habits; *Study Skills; Teacher Role; Test Wiseness
IDENTIFIERS- Organizing Strategies; Schema Theory; SQ3R Study Formula

On the premise that even young students can learn to study effectively, this book provides a framework and activities for the systematic teaching of study skills during the elementary grades. The book is consistent with current research and theory about learning and remembering; concepts such as schema and metacognition pervade the suggested classroom and student activities. Relevant research is discussed at the beginning of each chapter, and week-by-week outlines of suggested classroom activities are presented. The reproducible student activity sheets support a systematic study skills program for elementary students. The first chapter defines study skills and describes how to use the guide. Chapter 2 describes activities designed to help students develop metacognitive awareness, monitor their learning, and make connections with what they already know. Chapter 3 suggests methods for teaching organizational skills, from keeping a neat desk, work folder, and assignment sheet to scheduling an appropriate time and place to study. Chapter 4 through 6 propose methods for extracting information, such as identifying and remembering main ideas, and strategies to promote active reading and active listening. Chapters 7 and 8 suggest ways for organizing newly acquired information, such as note-taking and mapping. Chapters 9 and 10 propose skills for effectively demonstrating knowledge by answering essay questions and writing summaries and reports, as well as taking tests. Contains 99 references. (AA)

ED 379 067 PS 022 844

Dodge, Diane Trister; And Others
Constructing Curriculum for the Primary Grades.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 94
NOTE- 438p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Classroom Design; *Classroom Environment; Classroom Techniques; Cognitive Development; Cognitive Style; *Curriculum Development; Educational Objectives; *Integrated Curriculum; Language Arts; Literacy; Mathematics; Parent Participation; Physical Development; *Primary Education; Social Development; Social Studies; Teacher Student Relationship
IDENTIFIERS- *Curriculum Implementation; *Developmentally Appropriate Programs; Subject Centered Curriculum

There is a growing consensus among educators that a major reason why traditional curriculum approaches have failed is that they are not based on knowledge of what is age-appropriate or individually appropriate for young children. This book provides practitioners with a practical framework for making curriculum

The Teacher Training Project: Study of the Implementation of Developmentally Appropriate Practice in Classrooms and Schools. Final Report.
PUB DATE- Apr 94
NOTE- 94p.; Supported by a grant from the Stuart Foundations.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Child Behavior; *Child Development; *Classroom Techniques; Cooperative Learning; Early Childhood Education; *Inservice Teacher Education; *Primary Education; *Program Effectiveness; Program Evaluation; Teacher Education Programs; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; *Early Childhood Resources Teacher Training Project

A study evaluated the Early Childhood Resources Teacher Training Project (TTP). The purpose of the TTP is to train preschool and early primary grade teachers in developmentally appropriate practices. The evaluation sought to: (1) determine the extent to which teachers undergoing training were able to understand and implement the content of the TTP; (2) assess the impact of training teachers in developmentally appropriate practice on the children they teach; and (3) measure the effects of training on the participants' colleagues, school administrators, and schools. Six case studies were initiated when a new group of teachers began a 2-year training cycle. Each teacher worked at a different school, with a proportionate number teaching kindergarten and first grade. The findings of the study suggest that teachers' participation in the training influenced their classroom practices, children's engagements in the classroom, and the teachers' school administrators and colleagues. Overall, the evaluation demonstrated that the TTP has important knowledge for schools and teachers interested in implementing a developmentally appropriate approach in their educational program. (Six appendices include a draft of the Early Primary Practices Observation Scale; interview questions for the teachers, administrators, and colleagues; and observational indicators of children's engagement.) (SW)

ED 379 086 PS 022 970

California State Plan for Child Care and Development Services Funded under Federal Block Grant for the Period September 30, 1994 through September 30, 1996.
PUB DATE- 27 Jul 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; *Block Grants; Child Caregivers; Child Health; Contracts; *Day Care; Day Care Centers; *Disadvantaged; *Early Childhood Education; Educational Improvement; Eligibility; Fees; Government Role; Grants; Hearings; Partnerships in Education; *Program Descriptions; School Safety; *State Programs
IDENTIFIERS- Availability (Programs and Services); *California State Department of Education

This report describes the role of the California Department of Education (CDE) in the administration of a federal block grant to provide child care and development services to disadvantaged children in California. Part 1 outlines the legal assurances that CDE has provided to the U.S. Department of Education in

ED 379 104 PS 023 016

Building an Effective Family-School Partnership. Kentucky Preschool Programs Technical Assistance Paper Number 6.
PUB DATE- 91
NOTE- 9p.; For other Technical Assistance Papers, see PS 023 011-018. Photos in document may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Child Development; *Family Involvement; Home Visits; Newsletters; *Parent Participation; Parents as Teachers; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Conferences; Parent Teacher Cooperation; *Preschool Children; Preschool Education; Special Needs Students
IDENTIFIERS- Kentucky

Recognizing that a child's family is his or her first and most important teacher, this technical assistance paper stresses the importance of preschool teachers involving the family in the development of the child. It examines the fundamental principles that guide the creation of a partnership with parents and some of the objectives of building the family-school partnership. Four steps are identified that help in implementing an effective plan for involving families: (1) determining resources within and outside the school for implementing a Family Involvement Program; (2) getting to know the families; (3) devising a plan of action based on available resources and knowledge of the families; and (4) designing a calendar and formalizing plans. Strategies that can be used to build relationships with families are discussed, such as parent conferences, home visits, bulletin boards, notes, newsletters and handbooks. Mention is made of special considerations for families with special needs children. A sample parent conference sheet and newsletter as well as guidelines for parent conferences are included. Contains eight additional resources and seven references. (BAC)

ED 379 105 PS 023 017

Professional Development: Growing and Interacting as a Teacher. Kentucky Preschool Programs Technical Assistance Paper Number 7.
PUB DATE- 91
NOTE- 7p.; For other Technical Assistance Papers, see PS 023 011-018. Photos in document may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Family School Relationship; Inservice Teacher Education; Measures (Individuals); *Personnel Evaluation; *Preschool Children; Preschool Education; *Preschool Teachers; Professional Development; *Self Evaluation(Individuals); *Teacher Characteristics; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Developmentally Appropriate Programs; Kentucky

In addition to the appropriate equipment and curriculum, a necessary ingredient of an effective preschool program is the quality of the interpersonal climate within the classroom. This

Enrollments of Class "C" Montana School Districts.
PUB DATE- 95
NOTE- 152p.; For 1993-94 survey, see ED 365 504. The addendum contains handwritten data.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Assessed Valuation; *Budgets; Elementary Secondary Education; *Enrollment; Expenditure per Student; Rural Schools; School Budget Elections; School Districts; *School District Spending; School Personnel; *School Taxes; *Small Schools; Teacher Salaries; Teacher Student Ratio; Wages
IDENTIFIERS- *Montana; *Small School Districts

This report presents data comparing budgets, levies, and enrollments of small, rural schools (Class "C") in Montana for fiscal year 1994-95. The average enrollment of 56 elementary schools was 136 students; the average enrollment of 56 high schools was 70 students. The average total enrollment of Class "C" schools was 190 students. Other data presented are: (1) taxable valuation; (2) taxable valuation per average number belonging (ANB); (3) general fund budgets without special education; (4) cost to general fund per ANB without special education; (5) guaranteed tax base for district per mill; (6) over base budget in dollars; (7) over base levy mills required; (8) general fund reserve as percent of general fund; (9) special education budget and full-time personnel; (10) transportation budget cost per enrollment figure; (11) teacher salaries as percent of total general fund; (12) teacher/enrollment ratio; (13) teacher salary schedules; (14) highest teacher salary on negotiated levels; and (15) summary of noncertified staff and extra duty items. Many areas are broken down into elementary, high school, and K-12, and presented in rank order. Addendum includes salary amounts for instructional aides, noncertified staff, and extra duty salaries listed by school. (LP)

ED 379 123 RC 019 953

Sandlin, Billy M.
Bureau of Health Professions Program Resource Guide.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Primary Health Care.
PUB DATE- Sep 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; College Programs; Disadvantaged; Family Practice (Medicine); Federal Programs; Grants; Health Facilities; *Health Personnel; Health Services; Higher Education; *Medical Education; *Nursing Education; Primary Health Care; *Rural Areas; Scholarships; *Student Financial Aid
IDENTIFIERS- *Bureau of Health Professions

This resource guide was developed to inform rural health care administrators of the federal Bureau of Health Professions' (BHPr) grant, loan, and scholarship programs. These programs are intended to foster rural staff recruitment, retention, and training; increase career opportunities for minorities and disadvantaged populations; and encourage rural health education. The objective of these BHPr programs is to further the development of affiliations between health service programs in rural, underserved areas and health professions training

*Mathematics Education; *Science Education; Secondary School Curriculum; Sex Differences; *Undergraduate Study; *Wages; Womens Education
IDENTIFIERS- *National Longitudinal Survey Youth Labor Market Ex

The economic returns of taking math and science courses in high school are estimated for women who do not go on to college and for women entrepreneurs. A human capital model is used to estimate returns for respondents drawn from the National Longitudinal Survey's New Youth Cohort. Wage rates in 1990 of women who were ages 14-21 in 1979 were related to courses in math and science that were taken in high school, as recorded on a respondent's transcript and coded in standard year-long units. Little direct effect was found for the influence of high school curriculum in subsequent wage rates, either for women or for men. For women, courses in science and math did, however, significantly improve the probability that they would gain postsecondary training or go on to college. These indirect effects argue for a multi-equation model that estimates effects for women of all educational levels. Even when considering women of all educational levels, the study did not show any significant effect of science and math courses on the earnings of the self-employed. (SW)

ED 379 140 SE 054 311

Montgomery, Scott L.
Minds for the Making. The Role of Science in American Education, 1750-1900.
PUB DATE- 94
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Science Curriculum; Science Education; *Science Education History

It is believed that science will become a major part of the curriculum for students in all grades due partly to the increased awareness of the relationship between science and society. This and other reasons have led to an interest by educators in the role that science has played in education since Jefferson in 1779 identified what he felt was the purpose of a democratic education. This book provides an in-depth look into the many goals of education that science has tried to achieve since its entry into the curriculum. The chapters are: (1) "Science and Democracy: Emerging Trends of Faith"; (2) "Science in the New Republic: Faculty, Family, and the Failure of Idealism"; (3) "The Age of Jackson and After, Part 1: Popular Imagery and Public Reformers"; (4) "The Age of Jackson and After, Part 2: Professionalization of Science and the Role of Higher Education"; (5) "Science as 'Culture': Education and Modernism in the Late 19th Century"; (6) "Science and the Progressives: Standards and Standard Bearers in the Age of Reformism"; (7) "What Bearing It May Have: Legacies of Progressivism in the Early 20th Century"; (8) "The Postwar Era: The Return of Academism and the Sputnik Revolution"; (9) "New Voices and Old Limits: Reformism in the Late 1960s"; and (10) "Troubled Symbolisms: Science and the Curriculum at the Century's End." (ZWH)

ED 379 141 SE 054 406

Steffe), "Multiplicative Conceptual Field: What and Why?" (G. Vergnaud), "Extending the Meaning of Multiplication and Division" (B. Greer); (2) The Role of the Unit: "Ratio and Proportion: Cognitive Foundations in Unitizing and Norming" (S. Lamon), "Units of Quantity: A Conceptual Basis Common to Additive and Multiplicative Structures" (M. Behr, G. Harel, T. Post, and R. Lesh); (3) Ratio and Rate: "The Development of the Concept of Speed and Its Relationship to Concepts of Rate" (P. Thompson), "Missing-Value Proportional Reasoning Problems: Factors Affecting Informal Reasoning Patterns" (J. Kaput and M. West); (4) Multiplicative Worlds: "Splitting, Similarity, and Rate of Change: A New Approach to Multiplication and Exponential Functions" (J. Confrey), "Multiplicative Structures and the Development of Logarithms: What Was Lost by the Invention of Functions" (E. Smith & J. Confrey); (5) Intuitive Models; "The Impact of the Number Type on the Solution of Multiplication and Division Problems: Further Investigations" (G. Harel, M. Behr, T. Post, and R. Lesh); and (6) Summary: "Multiple Views of Multiplicative Structures" (T. Kieren). Author and subject indexes are included. (MKR)

ED 379 162 SE 055 787

Restivo, Sal, Ed.; And Others
Math Worlds: Philosophical and Social Studies of Mathematics and Mathematics Education.
PUB DATE- 93
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; Mathematicians; *Mathematics; *Mathematics Education; *Politics of Education; *Social Influences

This book is a compilation of papers from authors who are all concerned with what bearing mathematical practice has on the production or construction of mathematics. The sections and chapters are: (1) General Introduction: "The Promethean Task of Bringing Mathematics to Earth" (S. Restivo); (2) Philosophical Perspectives: "Foundations of Mathematics or Mathematical Practice: Is One Forced to Choose?" (J. P. Van Bendegem), "A Naturalized Epistemology for a Platonist Mathematical Ontology" (M. D. Resnick), "Mathematical Skepticism: Are We Brains in a Countable Vat?" (T. Tymoczko), "Philosophical Problems of Mathematics in the Light of Evolutionary Epistemology" (Y. Rav); (3) Mathematics, Politics, and Pedagogy: "Mathematics as a Means and as a System" (R. Fischer), "Reflections on the Foundations of Research on Women and Mathematics" (H. Jungwirth), "Politicizing the Mathematics Classroom" (N. Noddings), "The Dialogical Nature of Reflective Knowledge" (O. Skovsmose), "Applied Mathematics as Social Contract" (P. J. Davis); and (4) Mathematics, Society, and Social Change: "Mathematics and Social Change" (R. Fischer), "The Social System of Mathematics and National Socialism: A Survey" (H. Mehrtens), and "The Social Life of Mathematics" (S. Restivo). Author and subject indexes are included. (MKR)

ED 379 163 SE 055 870

Gambro, John S.; Switzky, Harvey N.
Locus of Control as a Motivational Determinant of Environmental Knowledge in High School.
PUB DATE- 10 Feb 92

graduation rate was 94.7 percent. Of the 2,000 counties, 78 percent had reached a 95 percent enrollment rate for school age children. After examination and recognition by the appropriate authorities, 1,052 counties, or 52 percent of the total number, had realized the universalization of primary education. From 1981 to 1985 more that 100 million peasants participated in different courses. At the time of this study, there were 3,600 technical and vocational schools for peasants at the county level. (Author/DK)

ED 379 183 SO 024 209

Indonesia. National Studies. Asia-Pacific Programme of Education for All (APPEAL).
PUB DATE- 91
NOTE- 50p.; For the study on China, see SO 024 208.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Educational Objectives; Educational Planning; *Educational Policy; *Elementary Education; *Equal Education; Foreign Countries; *Literacy
IDENTIFIERS- *Indonesia; UNESCO

This study discusses Indonesia's experience in facilitating the UNESCO APPEAL goals of education for all by: (1) achieving universal primary education; (2) eradicating illiteracy; and (3) providing continuing education in support of the two preceding goals by the year 2000. In 1960 approximately 75 percent of the population of Indonesia aged 15-54 years was illiterate. By 1980 the rate had been reduced to 28.9 percent. It was estimated that by 1990 only 6.6 percent of the population in that age group would remain illiterate. In 1980 net enrollment at the primary level had reached 84.6 percent. In 2000 it is estimated to be 99.67 percent. The government will continue to provide literacy education integrated with income generating activities. The priority target group is the age group 15-44 years of age. If as planned, these people were made literate by the end of 1990, the program would shift its attention to people of 45 years of age and above. As regards the universalization of primary education, the policy is to further primary education to include 9 years of schooling by 1993. By the year 2000 it is planned that all children aged 15 years will have had a minimum of 9 years of education. Continuing education focused upon the provision of skills training and apprenticeship programs to enable those who have dropped out of school to take some form of school equivalency program. By the year 2000 people aged 15 years will have an education attainment equivalent to 9 years of schooling. The Education for All program is based on the existing institutions or organizations. At the national level, a steering committee was established with members drawn from the relevant government departments and social institutions. (Author/DK)

ED 379 184 SO 024 212

Sheffield, Elise Sprunt
Destination: Lesotho. Study Guide.
PUB DATE- Jan 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Clinical Psychology; Cultural Background; Cultural Context; *Culture; *Psychology; Social Science Research; *Values

The purpose of this paper is to consider what relevant clinical applications can be generated from a thorough review and critique of the theoretical and empirical literature pertaining to cross-cultural value orientations. The Kluckhohn and Strodtbeck (1961) theory of value orientations and their Value Schedule was presented. The 3 elements of value orientations are the cognitive, the affective, and the directive. Meanwhile, the study also criticized research presented by those people who claimed that value orientations strongly influence both social and personality systems, followed Kluckhohn and Strodtbeck's theory and provided remarkably similar and clearly elucidated summaries of that theory. The critique of those studies indicated numerous methodological and some statistical weaknesses that undermine the reliability, validity, and in some cases the generalizability of the results and conclusions obtained. Until the reliability and validity of value orientations and instruments can be firmly established, the potential benefits, for example cross-cultural values data increases the general social science knowledge base, can offer our society, the science of psychology, and the professions of clinical and counseling psychology a great deal. (Author/ML)

ED 379 202 SO 024 779

Education for International Understanding: The Case of Ethiopia.
PUB DATE- 94
NOTE- 35p.; Prepared by Ethio-Education Consultants. Paper presented at the International Conference on Education, (44th, Geneva, Switzerland, October 3-8, 1994). For related documents, see SO 024 780-781.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; *Educational Policy; Educational Research; Elementary Secondary Education; Ethical Instruction; Foreign Countries; Intercultural Communication; *International Cooperation; *International Education; *International Educational Exchange; Peace; *Program Content; Program Evaluation; Teacher Education
IDENTIFIERS- *Ethiopia

This study reviews Ethiopia's efforts, experiences, and achievements with respect to developing education for international understanding over the past two decades in response to the United Nations recognition of the role education plays in promoting peace. It is an overture aimed at sharing ideas and experiences with all concerned for the promotion of peace and international understanding at home and abroad. It is possible to teach international understanding by emphasizing the removal of the sources of violence, conflict, and misunderstandings, the old patterns, and in their place creating a conducive environment for teaching peace and understanding by introducing new patterns. The spirit of education for international understanding urges people to appreciate their differences and to search and identify the common thread that ties them together enabling them to live and interact peacefully. This investigation consulted textbooks and curriculum only. Most of the books were from social studies, language, and civics classes at the primary and secondary

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academically Gifted; Adult Education; Career Education; *Demonstration Programs; Dropout Prevention; Early Childhood Education; Elementary Secondary Education; Health Education; Higher Education; Humanities Instruction; Information Dissemination; Inservice Teacher Education; Interdisciplinary Approach; Mathematics Education; Migrant Education; Nontraditional Education; Parent Participation; Physical Education; Preservice Teacher Education; Program Administration; *Program Descriptions; Reading Programs; School Restructuring; Science Education; Social Sciences; Special Education; Technology Education; Thinking Skills; Vocational Education; Writing (Composition)
IDENTIFIERS- *National Diffusion Network; National Education Goals 1990; Program Effectiveness Panel

This publication provides current descriptions of exemplary educational programs in many areas that meet National Education Goals and Department of Education's Program Effectiveness Panel standards. Opening sections list the National Goals for Education, offer questions and answers about the volume, list projects approved since the last edition was published, and discuss the role of state facilitators of the National Diffusion Network. The next 15 sections contain program descriptions grouped under the following general categories: Preservice/Inservice Training; Organizational Reform; Dropout Prevention/Alternative Programs; Reading/Writing; Humanities; Mathematics; Science/Technology; Social Sciences; Health/Physical Education; Multidisciplinary/Cognitive Skills; Early Childhood/Parent Involvement; Special Education; Gifted/Talented; Special Populations; Adult/Higher/Migrant Education; and Career/Vocational Education. The individual program descriptions contain information on audience, requirements, services, information on evidence of effectiveness, costs, contact person with address and telephone number, and source of project funds. There is also a section on dissemination processes and a section that lists projects whose services are no longer available. Three indexes list projects by state, programs grouped under ERIC descriptors, and projects in alphabetical order. (JB)

ED 379 220   SP 035 720

Teacher to Teacher Talk: Student Performance on MSPAP.
PUB DATE- Jan 93
NOTE- 34p.; For a later edition, see SP 357 921.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Education; Elementary School Students; Elementary School Teachers; Grade 3; Grade 5; Grade 8; *Instructional Improvement; Mathematics Education; Reading Skills; Science Education; Social Studies; *Student Improvement; *Teacher Attitudes; *Teacher Response; *Test Results; Thinking Skills; Writing Skills
IDENTIFIERS- Direction Following; Maryland; *Maryland School Performance Assessment Program

This document offers many of the insights and comments of Maryland elementary school teachers who scored the 1992 Maryland School Performance Assessment Program (MSPAP) tests. The MSPAP covers reading, writing, social studies, mathematics, and science and is administered to students in grades 3, 5, and 8. The document contains the teachers' most salient is to recall the university to its true mission: to seek knowledge and pass it on, to teach as well as to research, each process stimulating the other. A balanced, discipline-based undergraduate education is advocated as opposed to a mix of electives common on many campuses. Throughout, there is a focus on the large problems facing education and a critique is offered of schools of education which are held responsible for many of those problems. In particular, it is charged that schools of education use their lock on teacher training to promote naive reforms of little or no demonstrated value to public education. As a corrective, it is encouraged that educators draw on history, philosophy, and literature along with cultural anthropology to use the tools of interpretation that have in the past served the student of human nature. (JB)

ED 379 238 SP 035 746

Page, Shannon L.; And Others
Idaho K-12 Physical Education: Content Guide and Framework.
PUB DATE- 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Curriculum Development; Educational Change; Elementary Secondary Education; *Physical Education; Program Content; *State Standards
IDENTIFIERS- *Idaho

This framework has been designed to help Idaho elementary and secondary public schools develop their physical education curricula and programs and formulate realistic goals. The document represents a change from past approaches and one early section details some examples of how this guide is different from previous guides. Among these differences are a change from a curriculum driven by team sports and participation in large game play to a broad integrated curriculum that focuses on individual cognitive, psychomotor, and affective development. The guide includes pages on: definitions, overall goals for physical education, curricular frameworks, curricular alignment, an exit performance standards matrix, and mission and vision statements. The guidelines and framework are presented in three sections. The first is for kindergarten through 4th grade, the second for 5th through 8th grade, and the third for 9th through 12th grade. Each section includes grade benchmarks for the last grade in that section. For 12th grade there are exit performance standards. A final section lists 10 brief position statements. (JB)

ED 379 239 SP 035 747

Dupont, Jacqueline; And Others
USDA Human Nutrition Research and Education Activities. A Report to Congress Covering the Period January-December 1992.
PUB DATE- Apr 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adults; Children; *Dietetics; Financial Support; *Food Standards; Guidelines; *Nutrition; *Nutrition Instruction; Public Policy; Research Reports
IDENTIFIERS- Cooperative Extension Service; *Department of Agriculture; Food and Nutrition Service; Food Distribution

analyzed. (CK)

ED 378 794 FL 022 561

Mixe de Tlahuitoltepec, Oaxaca (Mixe of Tlahuitoltepec, Oaxaca).
PUB DATE- 80
NOTE- 157p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Mixe
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- tailed study. Each volume deals morphophonemics, grammar, and vocabulary of the l,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mexico; *Mixe

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Mixe, an indigenous language of Mexico spoken in Tlahuitoltepec, in the state of Oaxaca. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 795 FL 022 562

Chinanteco de San Juan Lealao, Oaxaca (Chinantec of San Juan Lealao, Oaxaca).
PUB DATE- 80
NOTE- 149p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Chinantec
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- point for detailed study. Each ,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Chinantec; *Mexico

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Chinantec, an indigenous language of Mexico spoken in San Juan Lealao, in the state of Oaxaca. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal

NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- *Academic Achievement; College Students; Community Colleges; Cultural Background; Cultural Influences; Cultural Pluralism; Elementary Secondary Education; *Evaluation Methods; Higher Education; High Risk Students; Language Proficiency; Multilingualism; *Multimedia Instruction; *Portfolio Assessment; Portfolios (Background Materials); Second Language Instruction; *Second Language Learning; Standards; *Student Adjustment; Student Attitudes; Teacher Education; Teaching Methods
IDENTIFIERS- Minitel

Papers in this volume are: "National Standards and Assessments" (June K. Phillips; Jamie B. Draper); "Cultural Roots and Academic Achievement" (Charles R. Hancock); "The At-Risk Student in the Foreign Language Classroom" (Audrey Heining-Boynton); "I Can't Get Them To Talk" (Robert L. Davis; H. Jay Siskin); "Preparing Foreign Language Teachers for a Multicultural and Multilingual Society" (Flore Zephir); 'The Semantics of Culture" (Gerhard Fischer); "Authentic Communication via Minitel" (Jayne Abrate); "Putting Our Proficiency Orientation into Practice through Meaningful Assessment" (Donna Clementi; Paul Sandrock); "Portfolio Assessment" (Aleidine J. Moeller); and "Foreign Language Education in the Community College" (Richard Kalfus). An appendix contains an extensive list of suggested readings. (CK)

ED 378 816 FL 022 729

The New Hampshire Limited English Proficient Student Identification Project. 1991-1992 Final Report.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Analysis; *Educational Assessment; Educational Objectives; Elementary Secondary Education; English (Second Language); Evaluation Criteria; *Financial Support; Government Role; *Immigrants; *Limited English Speaking; *Minority Groups; Needs Assessment; Program Effectiveness; State Surveys; *Student Educational Objectives
IDENTIFIERS- Native Language; *New Hampshire

Papers in this volume are: "National funding for the New Hampshire Limited-English-Proficient (LEP) Student Identification Project. Through this program, states are mandated to collect information on LEP students and report data to the U.S. Secretary of Education. This report is intended to highlight the growth of the project over the past 3 years of federal funding. It presents summary information about the seventh year of operation, data collection, and results of a statewide survey, summarizes findings over the past three years of project operation, and discusses the total effort of the project since its beginning. New Hampshire sought funding to serve the needs of its minorities and new immigrant populations. This report is organized into sections that correspond to the main objectives of the overall grant program. These sections are: Awareness Strategies and Activities, Identifying LEP Student Populations, LEP Record Keeping and

DESCRIPTORS- *College Environment; Communication Problems; *Counselor Client Relationship; Cultural Differences; English (Second Language); Error Analysis (Language); Foreign Countries; *Government Employees; Grammar; Helping Relationship; Higher Education; *Intercultural Communication; Interpersonal Communication; *Language Role; Limited English Speaking; Phonology; *Public Agencies; Self Concept; Semantics
IDENTIFIERS- *Australia; Edith Cowan University (Australia)

Two distinct but related studies are reported, both investigating linguistically- and culturally-based communication problems between service providers and service seekers in Australia. The first examined language problems occurring in naturalistic situations involving a public servant and a client within three public agencies, the departments of taxation, immigration/ethnic affairs, and social security. Data were gathered ethnographically, through non-participant observation supported by note-taking and, where appropriate and permitted, by recording and interview. Analysis revealed distinct communication error patterns: sound-related linguistic lacunas; grammar-related linguistic lacunas; meaning-related linguistic lacunas; communication-related cultural lacunas; situation-related cultural lacunas; and identity-related cultural lacunas. Explanations and examples are offered for each category. A second study examined service-type interactions occurring for non-English-speaking-background (NESB) students at Edith Cowan University (Australia), reported in less detail but indicating contrasts in the two communication situations, particularly in the use of communication strategies by both NESB students and instructors. (MSE)

ED 378 837 FL 022 780

Corey, Kathleen; And Others
PREP: Preparing Refugees for Elementary Programs.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Classroom Techniques; Course Content; Cultural Awareness; Curriculum Design; Educational Philosophy; Educational Strategies; Elementary Education; *English (Second Language); Foreign Countries; Instructional Materials; *Literacy Education; Mathematics Education; Oral Language; Program Design; *Refugees; Scheduling; *School Readiness; Science Education; Second Language Instruction; Skill Development; Social Studies; *Transitional Programs; Whole Language Approach; Young Children

The origins, rationale, and design of a program to prepare refugee children for elementary school experiences in the United States are described. The program, conducted in overseas refugee camps, began in 1987 as a complement to adult transitional programs. All children receive 18 weeks of instruction, with a schedule and activities similar to those found in a typical U.S. elementary school. The largest single block of school time is spent on English-as-a-Second-Language (ESL) instruction, taught thematically through a variety of activities integrating language skills (listening, speaking, reading, writing) and science and social studies content instruction. Additional time is devoted to English literacy, mathematics, and enrichment activities. The report describes class backgrounds who worked before, during, and after college. Validation of the AACLC scheme focused on positions reported 5 years after graduation by 243 working female graduates. The study created three types of variables to validate the AACLC: (1) two criterion measures, a position autonomy scale and a cooperative organizational thinking and action ability factor; (2) four secondary validation variables (e.g., annual salary and current level of education); and (3) two variables validating the scheme's consistency, continuity in career area and causal modeling. Analysis found that the AACLC effectively measured career advancement and was anchored in meaningful definitions of career advancement for college graduates. The AACLC was found to be internally consistent in ranking position titles of alumna's colleagues in the organization. The AACLC demonstrated greater sensitivity to post-college career advancement than the socio-economic index in the fields of nursing, business and management, and education. (Contains 48 references.) (JB)

ED 378 856   HE 028 003

Davies, Sue, Ed.; And Others
Changing the Subject: Women in Higher Education.
PUB DATE- 94
NOTE- 215p.; Papers originally presented at the Women and the Higher Education Curriculum Conference (Preston, England, United Kingdom, November 1993).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; Blacks; Core Curriculum; Curriculum Development; Disabilities; *Educational Change; Educational Experience; Employment Experience; *Females; Feminism; Foreign Countries; *Higher Education; Lesbianism; Mothers; Postdoctoral Education; Women Faculty; *Womens Education; Writing Achievement
IDENTIFIERS- Empowerment; Feminist Pedagogy

This book contains 14 papers on women in higher education grouped in three sections on: experiences of women in higher education, empowerment of women, and women challenging the mainstream curriculum, respectively. The papers are: (1) "Being Different is a Very Difficult Row to Hoe: Survival Strategies of Women Academics" (Barbara Bagilhole); (2) "Caught Between Two Worlds: Mothers as Academics" (Pauline Leonard and Danusia Malina); (3) "Ivory Towers and Ebony Women: The Experiences of Black Women in Higher Education" (Millsom Henry); (4) "Fighting Back or Biting Back? Lesbians in Higher Education " (Chris Corrin); (5) "Women in Higher Education: What Are We Doing to Ourselves?" (Breda Gray); (6) "The Commonality and Difference: Theory and Practice" (Mairead Owen); (7) "Postgraduate Students: Empowering Ourselves" (Deryn Rees-Jones, Rebecca D'Monte, Joanne Winning, Sally Kilmister); (8) "Life Lines: Writing and Writer's Block in the Context of Women's Studies" (Trev Broughton); (9) "The Influence of Feminism on Black Women in the Higher Education Curriculum" (Kalwant Bhopal); (10) "Empowering Disabled Women in Higher Education" (Julie Mathews); (11) "Is a Feminist Pedagogy Possible?" (Penny Welch); (12) "Transforming the Household: Mature Women Students and Access to Higher Education" (Madeleine Leonard); (13) "Health and Caring in a Feminist Context" (Doreen MacWhannell); and (14) "Transforming the Curriculum" (Marilyn Schuster). Contains an index and information on the contributors. Many papers contain references. (JB)

Program Evaluation; *Program Implementation; Public Policy; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Direct Lending

This report discusses the establishment and operation of the Federal Direct Student Loan Program (DL), enacted by Congress in 1993 to partially replace the existing federal guaranteed student loan programs with a single program that would make loans directly to postsecondary students through their schools. The DL program will be phased in over a 5-year period so that it will originate at least 60 percent of all new federal loans to students during the 1998-99 academic year. The new DL program includes four different repayment plans: standard, graduated, extended, and income-contingent. The development of the income-contingent plan was particularly controversial, since it was estimated that 52 percent of borrowers would be subject to negative amortization at some time during the loan life, increasing their debt. Other concerns about the DL program include its impact on the general availability of loan aid for students, the ability of the U.S. Department of Education to administer the program, and the program costs. (MDM)

ED 378 876 HE 028 025

Schenet, Margot A.
Recent Changes in Federal Student Aid. CRS Report for Congress.
PUB DATE- 30 Dec 93
NOTE- 24p.; For a related document, see HE 028 024.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Students; Educational Attitudes; Eligibility; *Federal Programs; Government Role; Loan Repayment; Postsecondary Education; Program Descriptions; Program Implementation; Public Policy; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Direct Lending; Family Education Loan Program; Guaranteed Student Loan Program; Higher Education Act Amendments 1992; Pell Grant Program; Program Characteristics

This report discusses recent changes in federal aid to postsecondary students enacted by Congress during 1992-93, focusing on the 1992 Amendments to the Higher Education Act and the 1993 Federal Direct Student Loan (DL) Program. The report reviews recent issues surrounding federal aid to postsecondary students, such as program accountability and simplification, and discusses the various types of grants, loans, and national service programs available to students. It then discusses the changes made to various federal aid programs in the areas of institutional eligibility, default rates, and need analysis. Specific changes in the Pell Grant and Guaranteed Student Loan Programs (now called the Federal Family Education Loan Program) are then examined, including unsubsidized loans, loan limits, interest rates and fees, cost saving and risk sharing, repayment options, and consolidation loans. The report then discusses the DL program, outlining the phase-in period, eligibility, repayment options, and administrative costs of the new program. (MDM)

ED 378 877 HE 028 026

Schenet, Margot A.
The Federal Pell Grant Program. CRS Report for Congress.
PUB DATE- 1 Jun 94
NOTE- 20p.

institutional setting notes two types of programs, research or discipline-oriented programs and practice-oriented or professional programs. The next section describes some new approaches to Masters programs including program types and characteristics of quality experiences. The following section discusses students in such programs, their enrollment patterns, characteristics, sources of financial support, and numbers of international students. A central section examines the academic and institutional context of a Master's program and suggests several areas for consideration with regard to faculty, graduate advisory committees, departments and department leadership, academic deans, and central administration. The next section establishes some general requirements and specific aspects including admissions, curriculum and time requirements, capstone experiences, internships, practicum and applied experiences, and issues of non-traditional delivery of a Master's level education. The following section discusses development and evaluation of programs. The final section looks at the future of the Master's degree in the United States. (Contains 33 references, 6 tables, and 2 figures.) (JB)

ED 378 896 HE 028 047

Crime on Campus 1993: Annual Report. A Statistical Summary of Crimes Reported on the Campuses of all Tennessee Institutions of Higher Education.
SPONS. AGENCY- Department of Justice, Washington, D.C. Bureau of Justice Statistics.
PUB DATE- Mar 94
NOTE- 104p.; This project was supported by SAC-1 funds.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Campuses; Community Colleges; *Crime; Higher Education; *Incidence; Private Colleges; School Security; State Colleges; State Surveys; Statistical Analysis; Statistical Data; Tables (Data); *Trend Analysis
IDENTIFIERS- Crime Awareness and Campus Security Act 1990; Criminal Justice; *Tennessee

This report presents data on the nature, volume, and extent of crime during 1993 on Tennessee college campuses and in housing of Tennessee colleges and universities. Introductory material explains offense categories and how crime and clearance rates were calculated for this report. Based on information submitted by the colleges, individual reports summarize the situation at each of 80 institutions. Each report reflects fall term campus population and summarizes monthly crime reports for 34 types of offenses. Each report also includes information on offenses falsely reported, offenses cleared, and clearances involving individuals under 18 years old. One table reports summary totals for all colleges and universities. A final table compares offenses between 1990 and 1993 showing total offenses reported for each year, percent increase, and offenses as a percentage of the total for the year. This table shows that the total number of offenses reported on Tennessee campuses decreased for the second year in a row from 7,820 in 1992 to 7,658 in 1993. (JB)

ED 378 897 HE 028 048

Clark, Burton A.
Higher Education and Fire Service Professionalism.
PUB DATE- Sep 93
NOTE- 6p.

educational institutions. The first table lists all programs offered, coded in accordance with the Classification of Instructional Programs (CIP Code) system. For each CIP Code, the offering institutions are listed, and the level of offering (certificate, diploma, associate, bachelor, and graduate) is indicated. The second table lists, by institution, the number of students completing programs (listed by CIP code.) Separate listings are provided for one-year and two-year programs, for bachelor's degree programs, and for master's degree and doctoral programs. Another table lists total numbers of North Dakota program completers by field of study, for 1983-84, 1992-93, and 1993-94. Institutional costs for full-time/part-time resident and nonresident students are also provided, including tuition, fees, room, and board for each institution. (JDD)

ED 378 915 HE 028 066

Zuber-Skerritt, Ortrun, Ed.; Ryan, Yoni, Ed.
Quality in Postgraduate Education.
PUB DATE- 94
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Instruction; *Educational Quality; Educational Research; Foreign Countries; Graduate Study; *Higher Education; *Institutional Research; *Quality Control; Research Administration; Staff Development; Supervision; Theses; Universities
IDENTIFIERS- Australia; Great Britain

This collection of papers discusses issues of quality, institutional research culture, and processes which encourage, achieve, sustain, and assure high quality teaching and research in universities, primarily from a British and Australian perspective. Part 1 is titled "Issues of Quality and Institutional Research Culture" and contains the following six papers: "Planning for Quality in Graduate Studies" (Ingrid Moses); "From Thesis Writing to Research Application: Learning the Research Culture" (Peter Sheehan); "Staff Development in Relation to Research" (Lewis Elton); "A Model for the Management of Research Degree Supervision in a Post-1987 University" (Jan Whittle); "Gender and Postgraduate Supervision" (Linda Conrad); and "Quality in Supervising Overseas Students?" (Tania Aspland and Thomas O'Donoghue). Part 2, "Educational Processes To Achieve Quality," presents the following eight papers: "Improving the Quality of Postgraduate Supervision through Residential Staff Development Programmes" (Ortrun Zuber-Skerritt); "The 'Big Picture' about Managing Writing" (Robert Brown); "Supervising the Writing of a Thesis" (Nanette Gottlieb); "The Postgraduate's Journey--An Interplay of Roles" (Pam Denicolo and Maureen Pope); "Avoiding Communication Breakdown" (Estelle Phillips); "Supervising Literature Reviews" (Christine Bruce); "Contracts and Checklists: Practical Propositions for Postgraduate Supervision" (Yoni Ryan); and "'Guidelines for Discussion': A Tool for Managing Postgraduate Supervision" (Barbara Grant and Adele Graham). (Each paper contains references.) (JDD)

ED 378 916 HE 028 067

Wade, Winnie, Ed.; And Others
Flexible Learning in Higher Education. Teaching and Learning in Higher Education Series.
PUB DATE- 94

Americans with Disabilities Act includes five papers that cover: (1) university counsel perspectives; (2) enforcement; (3) reasonable accommodation; (4) disabled students, staff, and faculty; and (5) employees with infectious diseases. Section 3 looks at issues of concern to faculty including academic freedom, performance evaluation issues, post-tenure faculty evaluation, and judicial review of tenure decisions. Section 4 presents six papers on managing employee conduct including such aspects as sexual harassment (liabilities and penalties, internal complaints and investigations, and performance), employee misconduct, and violence in the workplace. Section 5 addresses dispute resolution in four papers, one of which is a collection of five sample institutional grievance procedures. Section 6 contains six papers on concluding the employment relationship and covers wrongful termination, early retirement incentive plans, downsizing, and the Worker Adjustment and Retraining Notification Act. (Contains 37 references.) (JB)

ED 378 933 IR 016 927

Cibbarelli, Pamela R., Comp.; Nixon, Carol, Comp.
Proceedings of the Integrated Online Library Systems Meeting (9th, New York, May 11-12, 1994).
PUB DATE- May 94
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Information; Computer Networks; Conference Papers; Information Networks; *Information Retrieval; *Integrated Library Systems; *Library Automation; *Online Systems; *Technological Advancement
IDENTIFIERS- Internet; Multimedia Technology

Integrated Online Library Systems (IOLS) focuses exclusively on the issues of planning and managing automated systems in libraries and information centers. The theme of the 1994 IOLS annual meeting was "Coordinating Access to Multiple Systems," and 29 papers were selected for presentation that provide insight into the current technologies being implemented in libraries as information professionals interface multiple retrieval systems. Librarians, library automation services providers, automation consultants, and library science faculty documented their experiences with implementing the state of the art in library automation, described their visions, and made suggestions for future directions. Practical aspects of coordinating access to multiple systems are also explored in this collection. The papers are arranged alphabetically by speaker, and an index provides references to all speakers and topics. (SLD)

ED 378 934 IR 016 929

Building the Future: K-12 Network Technology Planning Guide.
PUB DATE- 94
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Computer Networks; Cost Effectiveness; *Educational Planning; Educational Policy; *Educational Technology; Elementary Secondary Education;

DESCRIPTORS- *Adult Education; Adult Students; Check Lists; *Computer Literacy; Computer Networks; *Computer Oriented Programs; Evaluation Methods; *Instructional Materials; Technology Education; *Training Methods; *Workshops
IDENTIFIERS- *Internet; World Wide Web

This paper outlines how to teach an introductory workshop about the Internet. It includes field-tested instruction and materials, training session agendas, exercises, materials for use with or without hands-on computer work, a pre-workshop needs assessment form, an instructor evaluation form, and Internet navigation exercises. Although the field test was implemented with graduate students, many of the materials and techniques may be adapted to younger learners. The materials were designed with a plan for teaching students basic computer network skills and information before going online. Since teaching about the Internet presents unique problems such as lack of Internet access and students with a broad range of computer skills and interests, the training accounts for these challenges in the following ways: (1) through the use of three separate training sessions (agendas), one without using computer hardware or software, a second using a computer, but not connected to the Internet, and another with online exercises for those students with a basic knowledge of the Internet; (2) through needs assessment forms which differentiate levels of learners' experience and determine what hardware, software and protocol is available to the user; (3) a workshop evaluation form; and (4) a technology training checklist. An appendix provides outlines of the three training agendas, the workshop evaluation form, a computer network interest survey, an introduction to and history of the Internet, and a list of world wide web (WWW) sites of interest to educators. (MAS)

ED 378 954 IR 016 971

Richey, Rita C.
Expanding Instructional Technology's Foundation of Conceptual Theory.
PUB DATE- 8 Feb 95
NOTE- 10p.; Paper presented at the National Convention of the Association for Educational Communications and Technology (Anaheim, CA, February 8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Educational Technology; *Educational Theories; Information Technology; Models; *Standards; Theory Practice Relationship
IDENTIFIERS- Empirical Methods; *Theory Development

Sound practice requires sound theory, and if instructional technology is to mature either as a field or a profession, theory that not only speaks to those problems unique to the field, but is also conceptually sound is required. Instructional technology, though having a practical focus, must build conceptual theory bases rather than relying primarily upon the use of procedural models. This position implies: (1) expanding our knowledge base by addressing processes, variables, and outcomes previously not studied in a systematic fashion; (2) constructing theory in many formats in addition to that of a procedural model; and (3) establishing an empirical foundation for and validation of those procedural models that currently serve as theory. The discussion includes an introduction to the nature of conceptual theory; techniques for consistently for books of more than 75 pages, divided into chapters, and are not heavily illustrated. A variety of indexing techniques should be incorporated, and the typography should be clear, with uncrowded format. (Contains 14 references.) (Author/SLD)

ED 378 974 IR 055 344

Walter, Gaye R.; And Others
Reading Is a Natural. Family Reading Program Manual. 1994.
PUB DATE- 94
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; Elementary Secondary Education; *Family Programs; Library Planning; *Library Services; Program Development; Program Evaluation; Program Implementation; Public Libraries; *Reading Programs; *Summer Programs; User Needs (Information); Users (Information)
IDENTIFIERS- *Montana

This guide to the 1994 summer reading program in Montana provides information and techniques for developing and implementing a summer reading program at public libraries. The first section concentrates on planning and promoting programs, specifying elements of planning, promotion, and program evaluation. "Decorating the Library" contains decorating and display ideas and bulletin board suggestions. "Programs and Activities" covers special attractions, sample programs, games, and activities and crafts. Most are tied to specific display books or stories for which annotations are included. "Gateways and Games" presents puzzles and word games, mazes and coloring pages, and their answer keys to use in program activities. A final section contains clip art and bookmarks and a reading diary form. (SLD)

ED 378 975 IR 055 345

Zimmerman, Al; Fay, Guy
Wisconsin Library Service Record. 1993.
PUB DATE- Sep 94
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Federal Aid; *Financial Support; Higher Education; Income; Library Collections; Library Expenditures; Library Personnel; Library Services; *Library Statistics; *Public Libraries; *Resource Allocation; Special Libraries; State Aid; Tables (Data)
IDENTIFIERS- *Wisconsin

This compilation presents statistics about Wisconsin's libraries. Information on public library collections, finances, and staff is given for the state as a whole and by community. A map indicates the locations of the state's libraries, and directories provide addresses and names of library directors. In 1993 there were 380 public libraries in Wisconsin in 17 public library systems. These libraries served five million state residents. Library support is primarily a local responsibility, but state aid did account for about 10.7% of

Annual Program: Library Services and Construction Act. 1994-1995.
PUB DATE- 94
NOTE- 89p.; For 1991-92 report, see ED 345 689.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *Federal Aid; Library Administration; *Library Development; Library Facilities; *Library Funding; *Library Services; Public Libraries; User Needs (Information)
IDENTIFIERS- *Library Services And Construction Act; *South Carolina Library Network

This report provides information on South Carolina's Library Services and Construction Act (LSCA) projects for fiscal year 1994. It includes: copies of applications for federal assistance and grant award notifications; a list of LSCA staff and responsibilities; a fiscal breakdown for Titles I and III that itemizes spending on activities within each title; matching, maintenance of effort (MOE) and administration; and a list of Title I, II, and II projects and respective budgets. The projects cover the following topics: general administration; library interpretation; strengthening support services; strengthening collection development; field services; career education; information resources; service to special populations such as children and young adults, the elderly, the disadvantaged, the illiterate, and the institutionalized; library automation and technology; the blind and physically handicapped; public library construction; South Carolina Library Network; planning for cooperative library networks; and preservation. For each project there is an outline with information on its funding, objectives, relationship to long-range program, activities to be used to meet objectives and needs, key libraries involved, and method of evaluation. (MAS)

ED 378 995 IR 055 398

Panda-Monium at the Library: 1995 Arizona Reading Program.
PUB DATE- 95
NOTE- 444p.; Prepared by the Arizona Reading Program Committee, a volunteer committee of public librarians.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Creative Activities; Disabilities; *Handicrafts; Individual Needs; Library Services; Program Design; Program Development; Program Guides; Program Implementation; Publicity; *Reading Programs; *Youth Programs
IDENTIFIERS- Arizona; Clip Art; *Pandas

Panda bears are the theme of this guide which includes many reading-related activities, crafts, and programs on a broad range of topics, and which can be expanded to other theme approaches such as endangered species, bears in general, and the concept of black and white. The program begins with a general definition and discussion of goals, objectives and evaluation, and offers recommendations on getting started. Common program types such as structured, nonstructured, contracts and read-to-me programs are outlined, and information on planning, publicity and promotion, awards and incentives and family involvement is provided. Special needs and young adult ideas are suggested, and over 60 program ideas and over 20 craft ideas are offered. Fiction, non-fiction and Spanish respect to coordination and training, matriculation was being increasingly managed with sufficient authority and time and that all colleges had appointed Matriculation Advisory Committees; (2) admissions standards were well implemented, though at seven schools modified admissions services for ethnic and language minorities were recommended; (3) orientation was the most well-implemented components; (4) substantial progress had been made in meeting state requirements regarding admissions; (5) full-time certificated, professional counselors were generally supplemented by part-time professional counselors and student paraprofessional advisors; (6) six colleges had implemented relatively effective early alert systems; and (7) regardless of progress, a majority of the campuses had not fully implemented the research and evaluation component. The 1992-93 report highlights examples of successful matriculation practices in California colleges. The "Team Member's Guide to the Matriculation Evaluation" at Imperial Valley College is appended. (KP)

ED 379 014 JC 950 083

Hassin, Jeanette
The University of Arizona/Pima County Community College District Partnership Grant. Final Report.
PUB DATE- Sep 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *Attitude Change; Community Colleges; Learning Strategies; Mentors; *Minority Groups; *Outcomes of Education; Participant Satisfaction; Partnerships in Education; Peer Counseling; Program Effectiveness; Self Esteem; *Student Attitudes; Teacher Student Relationship; *Transfer Students; Two Year Colleges; Two Year College Students
IDENTIFIERS- Partnership to Aid and Retain Transfer Students AZ; Pima Community College AZ; University of Arizona

In a joint venture between the University of Arizona (UA) and the Pima County Community College District (PCCCD), the Partnership to Aid and Retain Transfer Students (PARTS) was designed and implemented to aid minority PCCCD students planning to transfer to UA. Specifically, the program sought to create faculty professional development activities across the curriculum, to increase transfer-student academic achievement by increasing student/faculty interaction, and to create a culturally sensitive academic environment. In Phase I and Phase II of PARTS, 68 students, 6 faculty members and 2 peer advisors participated. Faculty members conducted workshops and acted as mentors, while peer advisors held weekly meetings to discuss transfer topics. The program employed various instructional techniques, including the use of minority role models from the community, cooperative learning, student learning styles training, student self-esteem building, and classroom analogies relevant for minority students. To assess program impact, pre- and post-evaluation questionnaires were administered to the 32 Phase II students. Results, based on responses from half of the students, indicated the following: (1) 87% indicated that they felt more confident after PARTS; (2) 81% expressed a decreased apprehension regarding transfer; (3) 73% indicated that they received adequate feedback from mentors; (4) 94% felt more confident about being assertive in getting needed academic information; and (5) 81% felt the program should be open to everyone. Includes data tables and questionnaires. (KP)

IDENTIFIERS- *Texas

Published four times a year by the Texas Junior College Teachers Association (TJCTA), this newsletter discusses events affecting Texas Junior Colleges and their faculty, chronicles the efforts and activities of the TJCTA, and provides a forum for discourse on topics in community college education. Most of the September 1993 issue is devoted to an analysis of Texas's Optional Retirement Program/Tax Deferred Annuities, providing information on selecting a tax-deferred program, types of investment programs, strategies for investment, managing funds, investment return on fixed-annuities, assessing costs, and safety and reliability of insurance companies. The December 1993 issue contains an interview with Texas State Senator John Montford on educational funding; "The Virtual Library and Equal Access," by David Drake; a table showing 1993-94 base salaries for faculty by college and years of service; "Reminiscing," by Robert W. Wylie, an account of a community service writing class for older adults; and data on compensation and utilization of part-time instructors by college. The January 1994 issue is the program for the TJCTA annual convention, focusing on the theme of "Strength in Diversity." The April 1994 issue announces the adoption of a common course numbering system for the state's community colleges and every public senior institution except one. Also included are "Tran's Story--And Ours," by Scott Nelson, about a professor's work with a Vietnamese student; "Counseling Services and Advising Functions: A Case for Separate Identities," by Mary Forbes and Joe Rode; and "Study Indicates Job Placement Rate Remains Constant." (KP)

ED 379 032 JC 950 108

Franklin, Laura; Landry, Laura
A Guide to PAVE Facilitator Training.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 94
NOTE- 113p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Vocational Education; *Bilingual Education Programs; *Change Agents; Community Colleges; Cultural Awareness; *Curriculum Development; *Limited English Speaking; Models; Program Evaluation; Two Year Colleges

This guide to Promoting Access to Vocational Education (PAVE) Facilitator Training provides an overview of an 18-month training program for new facilitators working to improve services for vocational students with limited English proficiency (LEP) on their campuses. The guide covers all major topics addressed in facilitator training sessions. Part 1 introduces PAVE's philosophy and goals, and examines the facilitator's role within the large context of the project. Part 2 describes the essential components of a successful LEP vocational program through a survey of model programs, with emphases on the Bilingual Vocational Training format, widely viewed as the ideal program for meeting the needs of LEP vocational students. Part 3 examines the impact of cultural issues on program planning and allows facilitators to assess their own cultural sensitivity. Part 4 surveys curricular

PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Community Colleges;
Credit Courses; Likert Scales; Multicampus Colleges;
*Participant Satisfaction; *School Effectiveness; *Student
Attitudes; Student Surveys; Two Year Colleges; *User
Satisfaction (Information)
IDENTIFIERS- *Miami Dade Community College FL

In winter 1994, a study was conducted at Miami-Dade Community College (M-DCC), in Florida, to determine credit students' perceptions of college services. Surveys were distributed to students in 200 credit courses requesting ratings for 21 college services with respect to the importance of the service for their "ideal" college and their level of satisfaction with the service at M-DCC. Surveys were returned from 168 classes for a final sample of 1,595 student responses. Study findings, based on averaged students ratings on a 5-point scale, included the following: (1) college-wide, all 21 services received ratings above 4.0 in terms of their importance; (2) the five most important services to students were a library that meets their needs, faculty members who are excellent teachers, faculty members who are up-to-date, a flexible schedule of courses, and a financial aid program that helps make college affordable; (3) over 60% of students agreed that M-DCC provided these top five services; (4) however, 21.5% of the respondents disagreed that M-DCC provided a library meeting their needs, 23.1% did not think the college had an excellent career counseling program, and 21.5% did not agree that M-DCC had an excellent job placement program; (5) over 85% of students were either somewhat or very satisfied with the Miami-Dade experience; and (6) students expressed strongest reservations with respect to vocational programming. (Tables of responses college-wide and by campus and the survey instrument are included.) (KP)

ED 379 050   JC 950 133

Fisher, Sylvia K.
Evening Students' Evaluation of Miami-Dade Community College
Services. Research Report #94-11R.
PUB DATE- Sep 94
NOTE- 65p.; For a report of all students' evaluations, see JC 950
132.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Community Colleges;
*Evening Students; Likert Scales; Multicampus Colleges;
*Participant Satisfaction; *School Effectiveness; *Student
Attitudes; Student Surveys; Two Year Colleges; *User
Satisfaction (Information)
IDENTIFIERS- *Miami Dade Community College FL

In winter 1994, a study was conducted at Miami-Dade Community College (M-DCC), in Florida, to determine evening students' perceptions of college services. Surveys were distributed to students in 200 credit courses requesting ratings for 21 college services with respect to the importance of the service for their "ideal" college and their level of satisfaction with the service at M-DCC. Of 1,595 students who responded, 493 attended M-DCC primarily at night and were included in the analysis. Study findings included the following: (1) college-wide, evening students gave mean ratings above 4 to the importance of all 21 services except "a strong intercollegiate effective and responsive for children in the primary grades. Part 1 presents the six teaching strategies for constructing and implementing such a curriculum: (1) knowing the children by understanding their developmental and individual characteristics as well as their cultural context; (2) building a classroom community that is able to address children's social, emotional, and cognitive development; (3) structuring the classroom and involving children in it; (4) guiding children's learning by encouraging their participation; (5) assessing children's learning; and (6) building a partnership with a significant adult in the child's home life. Part 2 of the book shows how the five subject areas of curriculum content--language and literacy, mathematical thinking, scientific thinking, social studies, and the arts and technology--can be taught within a developmentally appropriate framework. Lists of resources and references appear throughout the book. (BAC)

ED 379 068 PS 022 849

Kagan, Sharon Lynn; Neville, Peter R.
Integrating Services for Children and Families: Understanding the Past To Shape the Future.
PUB DATE- 93
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Change Strategies; Children; Family (Sociological Unit); *Family Programs; *Integrated Services; Political Influences; *Program Effectiveness; *Program Improvement; *Public Policy; Social Influences; *Social Services
IDENTIFIERS- Access to Services; Family Policy; Family Support; Historical Background; *Reform Efforts

This book explores why past efforts to reform the human services system have had marginal impact in improving the quality of life for children and families, and offers new directions for future social service reform. Chapter 1 examines the sociopolitical antecedents of service integration that have emerged from the uniquely democratic experience of the United States. Chapters 2 and 3 analyze formal attempts at service integration and stress the cacophony of broad-based multidisciplinary efforts of the early 1970s, with special emphasis on research and development and on policy initiatives. Chapter 4 addresses the comparatively recent and more circumscribed categorical approaches to service integration. Chapter 5 examines evolving and diverse definitions of service integration. Chapter 6 explicates differing theoretical approaches--structuralist, humanistic, and systemic--that have undergirded and given rise to different definitions, conceptualizations, and approaches to service integration. Chapter 7 delineates action frameworks or typologies that codify approaches to service integration. Chapter 8 presents the barriers to and incentives for implementation, and chapter 9 discusses specific activities that compose the repertoire of service integration strategies. The book concludes with a discussion of the implications of this analysis in chapter 10 and recommendations for future work on service integration in chapter 11. Contains over 200 references. (TJQ)

ED 379 069 PS 022 855

Ben-Hur, Meir, Ed.

regard to the administration of child care and development services. Part 2 describes the responsibilities of CDE in the administration of the block grant with reference to consultation, coordination of services, public hearings, and public-private partnerships. Part 3 describes the child care and development services funded by the block grant, including child eligibility requirements and the criteria for awarding grants and contracts. Part 4 describes activities funded by the block grant that seek to improve the quality of child care and increase the availability of early childhood development programs and before- and after-school services. Part 5 outlines program operations, including fee scales, health and safety requirements, provider registration, and payment rates. (MDM)

ED 379 087 PS 022 971

Kids' Time: A School-Age Care Program Guide.
PUB DATE- 94
NOTE- 167p.; Intended to accompany "Exemplary Program Standards for Child Development Programs Serving Preschool and School-Age Children"; see ED 352 192.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Programs; Children; Community Relations; Day Care Centers; Early Childhood Education; Elementary Education; *Elementary School Students; Program Design; *Program Development; Program Implementation; *School Age Day Care
IDENTIFIERS- California

Designed to specify what an exemplary school-age care (SAC) program would look like, this guide provides instructions for establishing a SAC program that provides a balance of educational, social, and recreational opportunities. The guide covers care for children from ages 3 to 14 and includes care of children with disabilities or special needs. Chapter 1 introduces school-age programs, describing whom they serve, how the day is organized in such programs, and what the benefits are of a quality SAC program. Chapter 2 describes working with school-age children, including their developmental stages and the needs of children under stress or with special needs. Chapter 3 discusses planning program activities, including ensuring the activities are developmentally appropriate. Chapter 4 discusses creating SAC environments, and includes choosing materials and equipment, and using the outdoors. Chapter 5 discusses managing the program, including setting program goals, and selecting, training, and evaluating staff. Chapter 6 discusses establishing partnerships with parents, school, and the community. The appendices include a list of developmental stages of school-age children, a staff orientation checklist, a staff training assessment and planning form, and a parents' program evaluation survey. (SW)

ED 379 088 PS 022 972

Meier, John H.
Developmental Screening & Assessment.
PUB DATE- Nov 93
NOTE- 39p.; Paper presented at the National Head Start Research Conference (2nd, Washington, DC, November 4-7, 1993).
LANGUAGE- English

interpersonal aspect of the preschool program is the focus of this paper. It begins by discussing the role of the early childhood educator in establishing the classroom climate, noting that the teacher's responsibilities in this respect are: (1) developing teacher-child relationships; (2) designing effective home-school relationships; and (3) building relationships with the support resource staff. It also notes that the personal qualities considered important in early childhood teachers are awareness of the uniqueness of each child, flexibility, and a wide range of interests. Checklists of characteristics and skills of good early childhood teachers are included. The developmental stages of teachers are examined to assess the different kinds of learning opportunities that would benefit each stage and strengthen professional commitment. The paper suggests workshops, conferences, inservice training, and periodicals as ways to enhance professional growth. It also notes that an additional way to grow professionally is through self-assessment of teaching performance in the classroom setting, and of interactions in the non-classroom setting. Of the several models for staff evaluation, the paper recommends the "enabler model," because it supports developmentally appropriate early childhood education. Contains 13 references. (BAC)

ED 379 106 PS 023 018

Ensuring Quality Programs. Kentucky Preschool Programs Technical Assistance Paper Number 8.
PUB DATE- 91
NOTE- 9p.; For other Technical Assistance Papers, see PS 023 011-17. Photos in document may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); Classroom Environment; *Evaluation Criteria; *Preschool Children; Preschool Education; Program Effectiveness; *Program Evaluation; *Self Evaluation (Individuals)
IDENTIFIERS- *Developmentally Appropriate Programs; Kentucky; National Academy of Early Childhood Programs; National Association Educ of Young Children; *Program Characteristics; Quality Assurance; Quality Indicators

This technical assistance paper answers the question, "How can quality education programs for young children be assured?" by addressing four issues: components of quality early childhood programs, measures to counteract pressures for inappropriate practices, types of early childhood programs, and program evaluation methods. The paper notes the following as recognized components of quality in the preschool setting: (1) a developmental philosophy; (2) integration of children; (3) flexible grouping; (4) teachers as facilitators; (5) individualization; (6) successful conflict management; (7) respect for the child; (8) effective communications; (9) choices in activities; (10) an appropriate physical environment; (11) integrated curriculum; and (12) support services for families. The paper suggests parent meetings to explain what is going on in the classroom as a way to counteract pressure from parents who want the classes to be conducted in ways that are developmentally inappropriate. Examples of what are considered inappropriate and appropriate practices are provided in the form of a checklist. The paper programs. BHPr programs fall into four general areas: promoting primary care education; expanding the capacity of nursing and allied health professions education and practice; increasing the numbers of health care providers from minority and disadvantaged backgrounds; and strategies to recruit and retain health care providers for underserved populations. Fact sheets on individual programs include specific purpose, methods, program priorities, resources, and program contact for inquiries. A final section briefly describes five health training models or examples where health professions training programs have linked with rural health programs to encourage health professionals to remain in rural areas. (RAH)

ED 379 124 RC 019 954

Johnson, Troy M.
The Economic Impact of a Rural Higher Education Institution on the Local Economy and the Nonlocal Metropolitan Economy.
PUB DATE- 15 Oct 94
NOTE- 35p.; Paper presented at the Research Forum of the National Rural Education Association (October 15, 1994). Graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Business; Colleges; *Economic Impact; Economic Research; *Educational Economics; Employment; Higher Education; Institutional Survival; Rural Areas; *Rural Economics; Rural Education; School Business Relationship; *School Community Relationship
IDENTIFIERS- *Economic Impact Studies; *South Plains College TX; Texas (Hockley County); Texas (Lubbock County)

This case study examines the impacts of South Plains College (SPC) (Levelland, Texas) on the local rural economy of Hockley County in which it is situated, as well as on the economy of neighboring, more metropolitan Lubbock County. The study addressed both business volume and employment impacts. Direct business volume impact was derived from four sources: the institution, employees, students, and visitors. A business volume multiplier of 1.5 was used for the local economy and 1.9 for the nonlocal economy. Direct and indirect expenditures attributable to SPC increased business volume in Hockley County by $21 million in fiscal year 1994, and the total employment impact on the local economy was 817 jobs. For the nonlocal economy of Lubbock County, total expenditures were also increased by about $21 million and the employment impact was about 500 jobs. The study finds that SPC makes a considerable impact on both local and nonlocal economies in terms of increased business volume and employment. Findings are used to speculate on the economic and educational losses that would result from the absence of SPC. This study's inclusion of impacts on the nonlocal economy provides higher education institutions with a new method for demonstrating institutional benefits to regional economies. Contains 17 references. (RAH)

ED 379 125 RC 019 955

A Program To Promote the Learning of Hunting, Fishing and Trapping Skills in Wisconsin.
PUB DATE- 12 May 94
NOTE- 31p.; Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Jacobsen, Judith E.
Population Growth. Understanding Global Change: Earth Science and Human Impacts. Global Change Instruction Program.
PUB DATE- 93
NOTE- 32p.; Partially funded by the National Science Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; *Global Approach; Global Education; Higher Education; Instructional Materials; Interdisciplinary Approach; Pollution; Population Education; *Population Growth; Population Trends; Units of Study
IDENTIFIERS- *Global Change

The Global Change Instruction Program was designed by college professors to fill a need for interdisciplinary materials on the emerging science of global change. This instructional module concentrates on interactions between population growth and human activities that produce global change. The materials are designed for undergraduate students lacking in advanced training in mathematics and the technical aspects of science. Each module contains content material, exercise questions, and an answer key and discussion of the exercise questions. An introduction examines interactions between global change and population growth using carbon dioxide emissions as an example. Succeeding chapters cover: (1) demographic basics; (2) patterns of population growth and fertility; (3) determinants of fertility; (4) policies for encouraging smaller families; (5) the future of world population; and (6) population in context. A supplementary world population data sheet lists statistics on population trends and demographics by region and country, and for more and less developed countries. A supplementary reading list and a glossary are provided. (LZ)

ED 379 142 SE 054 410

Shaw, Glenn E.
Clouds and Climate Change. Understanding Global Change: Earth Science and Human Impacts. Global Change Instruction Program.
PUB DATE- 92
NOTE- 20p.; Partially funded by the National Science Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; *Climate Change; Environmental Education; Global Approach; Higher Education; Instructional Materials; Interdisciplinary Approach; Meteorology; Units of Study
IDENTIFIERS- *Clouds; *Global Change

The Global Change Instruction Program was designed by college professors to fill a need for interdisciplinary materials on the emerging science of global change. This instructional module introduces the basic features and classifications of clouds and cloud cover, and explains how clouds form, what they are made of, what roles they play in determining climate, and how they both cause and are affected by climate changes. The materials are designed for undergraduate students lacking in advanced training in mathematics and the technical aspects of science. The module is divided into two main sections covering clouds and cloud formation, and clouds and climate; a conclusion; six questions and projects; three appendices; a glossary; and 20 additional reading materials. Section I provides text and diagrams of cloud classification and

NOTE- 13p.; Paper presented at the Annual Meeting of the International Association for Cognitive Education (Riverside, CA, February 10, 1992). For related documents, see SE 055 901-902.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Causal Models; *Environmental Education; Grade 12; High Schools; High School Students; *Knowledge Level; *Locus of Control; National Surveys; *Performance Factors
IDENTIFIERS- *Environmental Literacy

The purpose of this study is to examine multiple influences on twelfth-grade environmental knowledge for a national probability sample of high school students. A longitudinal model was developed and tested incorporating background factors (socioeconomic status and gender) and intervening variables (internal locus of control, level of science class, and informal science education). The variables were placed in the model such that the developmental process of environmental knowledge from tenth-grade to twelfth-grade could be examined. Results revealed that environmental knowledge is the complex result of several diverse variables working collectively. All of the variables in the model made significant contributions (in terms of direct and indirect effects) to environmental knowledge. Of particular interest was the influence of internal locus of control on twelfth-grade environmental knowledge. Aside from the baseline measure, tenth-grade knowledge, internal locus of control had the strongest direct influence on twelfth-grade environmental knowledge. This finding suggests that individuals with an internal locus of control seem to be motivated to obtain more environmental knowledge than those students with an external locus of control. (Author/LZ)

ED 379 164 SE 055 901

Gambro, John S.; Switzky, Harvey N.
A National Survey of Environmental Knowledge in High School Students: Levels of Knowledge and Related Variables.
PUB DATE- Apr 94
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For related documents, see SE 055 870, and SE 055 902.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; *High School Students; *Knowledge Level; National Surveys; *Performance Factors
IDENTIFIERS- *Environmental Literacy

The objectives of this study are to assess the current environmental knowledge base in a national probability sample of American high school students, and examine the distribution of environmental knowledge across several variables which have been found to be related to environmental knowledge in previous research (e.g. education and gender). Tenth-grade and 12th-grade environmental knowledge was operationally defined as a student's score on a subscale of seven survey items. The analysis revealed low levels of environmental knowledge. A majority of students were able to recognize basic facts concerning environmental problems; however, most students could not apply their knowledge in order to comprehend the consequences or potential solutions related to the problems. Students also demonstrated extremely little growth in environmental knowledge from 10th-grade to 12th-grade. Parental

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Geographic Concepts; *Geography Instruction; Human Geography; *Physical Geography; Social Studies
IDENTIFIERS- *Lesotho; Peace Corps; World Wise Schools

This study guide was developed for teachers and students participating in the Peace Corps World Wise Schools program. The primary purpose of the study guide series is to enhance each class's correspondence with its Peace Corps Volunteer and to help students gain a greater understanding of regions and cultures different from their own. The specific purpose of this guide on Lesotho is to support these aims through a close-up study of "The Mountain Kingdom." A developing nation surrounded by an industrialized power, Lesotho is both an anomaly among nations and, at the same time, a symbol of the geographical and cultural dynamics at work in almost every land. Study of Lesotho reveals with particular clarity the way physical geography has shaped, preserved, and transformed local human culture. The intent of this study guide is to direct student attention to that interplay. The topic units of this guide have been grouped by three academic levels: (1) grades 3-5; (2) grades 6-9; and (3) grades 10-12. The units within each level have been developed along the five fundamental themes of geography. The lesson material within each topic is arranged in five sub-sections. In each topic unit, the Focus section briefly summarizes the subject(s) of the lesson(s). The Resource section lists related worksheets, handouts, and maps. The Background section supplies additional information about the topic. The Activities section details a variety of Lesotho-related exercises for students. The final Extension section suggests ways to bring these topic activities home for students by linking the study of Lesotho to life in the United States. (Author/DK)

ED 379 185 SO 024 246

Imbrogno, Nadia Ilyin; Imbrogno, Salvatore
A Humanist in Multicultural Education.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; Cultural Pluralism; Curriculum Development; Educational Objectives; Educational Philosophy; Educational Research; Higher Education; Humanism; *Interdisciplinary Approach; *Multicultural Education

Cultural diversity and cultural plurality are considered today to be the backbone and passion of many multicultural education programs in the United States. Idiosyncratic and parochial needs of specific racial, ethnic, and other self-interest groups are studied as distinctive entities. In some cases, they are treated uniquely in what has been characterized as cross-cultural education. Mainstream multicultural programs are not viewed within the context of social and human experiences whose outcomes enrich and advance the totality of existing values in a cultural plurality. Mono-cultural, bi-cultural, and cross-cultural programs each represent one perspective on a multicultural continuum. In contrast, a humanistic cultural learning experience embraces a commitment to the universality of human condition and the universality of human needs and beliefs that transcend color, race, gender, age, and ideological boundaries. An interdisciplinary approach among liberal arts, the humanities, natural sciences, life and social school level. Ethiopia has made a great effort to advance international understanding and peace. Ethiopia has mediated internal conflicts between sister African countries of Sudan, Somalia, Morocco, and the Saharawi Republic (former Spanish Sahara). Ethiopia incorporates its foreign policy principles into the social studies curriculum. National objectives for international understanding are discussed, as are ways that Ethiopian society, business, and government support and promote peace and international cooperation. Contains 39 references. (DK)

ED 379 203 SO 024 780

Quisumbing, Lourdes R.
A Study of the Philippine Values Education Programme (1986-1993).
PUB DATE- 94
NOTE- 38p.; Paper presented at the International Conference on Education (44th, Geneva, Switzerland, October 3-8, 1994). For related documents, see SO 024 779-781.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Program Content; Program Evaluation; Role Models; *Social Change; Teacher Role; *Values Education
IDENTIFIERS- *Philippines

This study explores the Philippine experience in values development. The primary goal of providing values education at all three levels of the school system in the Philippines is the development of a person committed to building a free, democratic, peaceful, and progressive nation. The program hopes to develop Filipinos who possess the following values and traits: (1) self actualization, people imbued with a sense of human dignity; (2) a sense of responsibility for community and environment, self-discipline; (3) productivity, contributory to the economic security and development of the family and nation; (4) a deep sense of nationalism, commitment to the progress of the nation and to global solidarity; and (5) an abiding faith in God and spirituality. General guidelines specify that the program must: (1) be oriented towards the whole learner; (2) consider the unique role of the family in personal development and integration into society and the nation; and (3) recognize and emphasize the role of teachers who themselves must possess a proper sense of values and respect for the person of the student. Values development is discussed from the viewpoints of learning theorists or behaviorists, cognitive developmentalists, and psychoanalysts. Implementing values education is divided into objectives for the elementary grades, at the secondary level, and at the tertiary level. Orientation workshops for administrators, trainers, and teachers are discussed. Problems and recommendations are listed. Contains 15 references. (DK)

ED 379 204 SO 024 781

Janowski, Andrzej
Ethical and Moral Education: A National Case Study of Poland.
PUB DATE- 94
NOTE- 37p.; Paper presented at the International Conference on Education (44th, Geneva, Switzerland, October 3-8, 1994). For related documents, see SO 024 779-780.

observations and suggestions organized by content area and grade level. Some comments crossed content area or grade level lines, and were, therefore, gathered in a separate section. Wherever possible the grade level which the teacher scored is indicated in parentheses. Examples from a section containing comments that applied across grades and content areas included the following: (1) students need work on paraphrasing; (2) students often did not provide critical, specific responses to the question "why"; (3) many students only partially followed directions; (4) students often listed specific details when asked to list main ideas; (5) students had great difficulty analyzing how they did something and/or why certain strategies were useful; (6) many students did not read the complete question before responding; (7) many students did not know how to read a test question; and (8) many students did not know how to express their thoughts on paper. An appendix contains a copy of the form that solicited teachers' comments. (JB)

ED 379 221 SP 035 721

Teacher to Teacher Talk: Student Performance on MSPAP.
PUB DATE- Oct 93
NOTE- 39p.; For an earlier edition, see SP 035 720.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Education; Elementary School Students; Elementary School Teachers; Grade 3; Grade 5; Grade 8; *Instructional Improvement; Mathematics Education; Reading Skills; Science Education; Social Studies; *Student Improvement; *Teacher Attitudes; *Teacher Response; *Test Results; Thinking Skills; Writing Skills
IDENTIFIERS- Direction Following; Maryland; *Maryland School Performance Assessment Program

This document offers many of the insights and comments of Maryland elementary school teachers who scored the 1993 Maryland School Performance Assessment Program (MSPAP) tests. The MSPAP covers reading, writing, social studies, mathematics, and science and is administered to Maryland students in grades 3, 5, and 8. Comments and observations are organized by content areas in two sections: "Perceptions" (impressions respondents would like to share with other teachers about student performance); and "Actions" (what the teacher anticipates doing differently based on his/her impressions from scoring the tests). Each entry is followed by grade level, in parentheses, identifying the grade level responses that were scored by the teacher who provided the comment. However, most comments are relevant to teachers across grade levels. Some general perceptions included: understanding multi-task directions was problematic; children need to be taught to be more specific and to think; and many students were nervous or frightened. Some general actions teachers intended to take based on their experience scoring tests were to seek opportunities for students to discuss and evaluate situations and arrive at conclusions, to teach test-taking skills, and to get a list of outcomes MSPAP is measuring. An appendix contains a copy of the form that solicited teacher's comments. (JB)

ED 379 222 SP 035 723

Evans, Jerry L.; Smith, James A.
Educator Supply and Demand in Idaho. Ninth Annual Report.
PUB DATE- Jun 94

Programs; Nutrients; *Nutrition Education Program; Nutrition Education Research

This document is the sixth annual, legislatively mandated report on the human nutrition research and education activities of the United States Department of Agriculture for fiscal year 1992 in which directions and highlights are emphasized. The report contains six sections. Section 1 is an introduction. Section 2 covers human nutrition research activities. This section notes new research projects, research highlights and other research findings during 1992. Overall human nutrition research and education activities continued to be linked with the nutritive value of foods, human nutritional needs, the kinds and amounts of foods that Americans consume relative to their needs, and the strategies for improving diets and the food supply. Section 3 describes nutrition education and information programs which include the Cooperative Extension Service and the Food and Nutrition Service, a federal funding source for nutrition education that serves a variety of programs. Section 4 contains information on funding levels for 1986-93. The total amount of financial support from the Department increased from $60.7 million in 1986 to $76.1 million in 1992, an increase of 25 percent. Section 5 describes coordination and advisory mechanisms. Section 6 summarizes the potential benefits of improved diets and nutritional status. (JB)

ED 379 240 SP 035 748

Thompson, Iola
Traditional African Dance: An Excellent Approach to Fitness and Health.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aerobics; *African Culture; *Dance; Dance Education; *Folk Culture; Foreign Countries; *Health Promotion; *Health Related Fitness; Higher Education; Well Being
IDENTIFIERS- *Africa; Africa (South); Africa (West); United States

This paper argues that traditional African dance can develop fitness and health particularly for those interested in both health and African culture. A discussion of fitness concludes that this quality enables the body to perform physical activities with greater efficiency and that all the qualities commonly found in notions of fitness are found in traditional African dance. A description of African traditional dance characterizes it as dance passed down over generations particularly in West and South Africa. It often mimics daily life, animals, or natural phenomena, or it has tribal or ritualistic aspects. A discussion of African dance and fitness argues that this form improves emotional well-being by relieving stress, improves social skills by providing a chance to interact with people, offers intellectual stimulation by providing new movement information to be analyzed, and promotes spirituality by providing a relationship with nature and the environment through movement. A conclusion states that those who participate in traditional African dance classes and activities find them interesting and satisfying. These qualities make it an effective way to achieve aerobic fitness thereby improving health and quality of life. (JB)

ED 379 241 SP 035 749

the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 796 FL 022 563

Nahuatl de Acaxochitlan, Hidalgo (Nahuatl of Acaxochitlan, Hidalgo).
PUB DATE- 80
NOTE- 147p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Nahuatl
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- rture point for detailed study.
the phonology, morphophonemics, grammar, a,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mexico; *Nahuatl

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Nahuatl, an indigenous language of Mexico spoken in Acaxochitlan, in the state of Hidalgo. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 797 FL 022 564

Huave de San Mateo del Mar, Oaxaca (Huave of San Mateo del Mar, Oaxaca).
PUB DATE- 83
NOTE- 139p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Huave
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- e point for detailed study. Eac
phonology, morphophonemics, grammar, and vocabulary of the ,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary

Data Analysis, Survey Data, Capacity Building and Project Evaluation Summary. A summary of specific services offered by the New Hampshire Bilingual/English-as-a-Second-Language Resource Center concludes the report. (CK)

ED 378 817 FL 022 730

Tobias, R.
Education Progress of Students in Bilingual and ESL Programs: A Longitudinal Study, 1990-1994. OER Report.
PUB DATE- Oct 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Language Tests; *Limited English Speaking; Longitudinal Studies; Measures (Individuals); *Minority Groups; *Public Education; Second Language Instruction; Student Educational Objectives; Testing; Urban Schools
IDENTIFIERS- New York City Board of Education

This report explores the educational progress of students of Limited English Proficiency (LEP) who entered the New York City Public Schools in the fall of 1990 and 1991. It describes students' success in meeting the exit criteria for bilingual and English-as-a-Second-Language (ESL) programs. The study focuses on such short-term outcomes as the time required to exit such programs and reading and mathematics achievement in English after moving to monolingual-English classes. Students entering the schools are considered eligible for ESL or bilingual programs if they speak a language other than English at home, and if they score at or below the 40th percentile on the Language Assessment Battery (LAB). This research tracks two cohorts of students whose first-time enrollment in the schools followed the establishment of new criteria for entering LEP programs. The report is divided into the following sections: Results: Exit Rates from ESL and Bilingual Programs by Grade Entered, Exit Rates from ESL and Bilingual Programs by Home Language, Entering Level of English Proficiency, Tested Achievement of Students who Exit LEP Programs, and Discussion and Recommendations. The appendix contains six data tables concerning: (1) number of years to Exit ESL-Only or Bilingual programs by Home Language (fall 1990 through spring 1994); (2) number of years to Exit ESL-Only or Bilingual Programs by Home Language (fall 1991 through spring 1994); (3) Home Language Distribution by Program Assignment for the fall 1990 through spring 1994; (4) Home Language Distribution by Program Assignment for the fall 1991 through spring 1994; (5) Number of Years to Exit ESL-Only and Bilingual Programs Controlling for Students' Level of English Proficiency upon Entering the Program (fall 1990 through spring 1994); and (6) Number of Years to Exit ESL-only and Bilingual Programs Controlling for Students' Level of English Proficiency upon Entering the Program (fall 1991 through spring 1994). (CK)

ED 378 818 FL 022 733

Basic Irish for Shopping = BunGhaeilge don Siopa.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- Irish; English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications

program structure briefly; the bulk of the report is an explanation of guiding principles underlying the program, methodologies used for oral language development (the natural approach) and literacy development (whole language approach), and a list of classroom instructional materials used, with publishers' addresses. (MSE)

ED 378 838   FL 022 781

Pfleger, Margo
The PASS Program: Preparation for American Secondary Schools.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acculturation; *Adolescents; Counseling Services; Cultural Awareness; Curriculum Design; *English (Second Language); Extracurricular Activities; Foreign Countries; Mathematics Education; Parent Participation; Program Design; Records (Forms); *Refugees; *School Readiness; Secondary Education; Second Language Instruction; Social Studies; Student Characteristics; Teacher Evaluation; *Transitional Programs

A program to prepare refugee adolescents for secondary school experiences in the United States is described. The program, conducted in overseas refugee camps, began in 1985 as a complement to adult transitional programs. The daily program is designed to simulate the schedule and classroom procedures of a typical U.S. secondary school. Classes include three periods of English-as-a-Second-Language (ESL) instruction (one each for listening/speaking skills, grammar, literacy instruction), one of basic math, and two of American studies. ESL instruction focuses on language for communication and academic purposes, taught thematically. Methodology is eclectic, uses individual and small group instruction, and emphasizes basic school and study skills and literacy. The mathematics curriculum prepares students for formal math courses by teaching computational math and math language. The American studies curriculum contrasts American and Asian cultures, preparing students for culture shock through opportunities to make decisions, solve problems, and resolve conflicts. The need for strong cultural identity is emphasized. Extracurricular activities, parent involvement, guidance counseling, and linkages with U.S. schools are described briefly. Appended materials include lists of ESL topics and language functions, math competencies, American studies teaching points, student handouts and profile forms, and a teacher evaluation checklist. (MSE)

ED 378 839   FL 022 782

Ellis, Gregory
The Appropriateness of the Communicative Approach in Vietnam: An Interview Study in Intercultural Communication.
PUB DATE- Jun 94
NOTE- 81p.; Master's Thesis, La Trobe University, Bundoora, Victoria, Australia.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Case Studies; *Communicative Competence (Languages);

ED 378 857 HE 028 004

Casey, John M.
Results of the Housing Building Condition Evaluation Survey at the University of Georgia.
PUB DATE- Jul 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of College and University Housing Officers International (42nd, Athens, GA, July 1990). For a related paper, see HE 028 005.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Capital; Capital Outlay (for Fixed Assets); *College Buildings; College Housing; Dormitories; *Educational Facilities; Educational Finance; Facility Case Studies; Facility Improvement; Facility Inventory; Facility Requirements; Higher Education; Life Cycle Costing; Models; *Needs Assessment; *State Universities
IDENTIFIERS- Building Maintenance; Facilities Audits; *Facility Evaluation; *University of Georgia

A complete campus building condition evaluation survey was conducted at the University of Georgia in 1989 and results for the housing department were analyzed. The survey design was based on a model developed by Harlan Bareither at the University of Illinois that separates building deficiencies into seven general headings. Data were collected at weekly meetings held for 3 hours each over several months. The dollar value of all necessary capital renewal and deferred maintenance work was estimated on a building by building basis. The total analysis of housing department buildings covered 47 buildings comprising over 2 million square feet. The estimate for each building was compared to the total replacement value of the building and the resultant percentage deficiency recorded. The final analysis found that: (1) roof and window replacements totaled almost $3 million; (2) new fixed equipment and elevators totaled almost $5 million; (3) plumbing and fire protection waste piping and sprinkler systems totaled almost $4.5 million; (4) replacement of heating, ventilating and air conditioning systems equipment and controls required over $18 million; and (5) new wiring and fire alarms needs were estimated to require $3 million. A conclusion notes that other colleges and universities may expect deficiency percentages similar to these and that the Bareither model was very thorough. (Contains 45 references.) (JB)

ED 378 858 HE 028 005

Casey, John M.
Evaluating Deficiencies in Campus Facilities: The Institutional Research/Physical Plant Nexus.
PUB DATE- 11 Oct 90
NOTE- 25p.; Paper presented at the Meeting of the Southern Association for Institutional Research and the Society for College and University Planning (Fort Lauderdale, FL, October 11, 1990). For a related paper, see HE 028 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Capital; Capital Outlay (for Fixed Assets); *College Buildings; Educational Facilities; Educational Finance; Facility Case Studies; Facility Improvement; Facility Inventory; Facility Requirements; Higher Education; Life Cycle

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Attitudes; Eligibility; *Federal Aid; *Federal Programs; Financial Support; Government Role; *Grants; Need Analysis (Student Financial Aid); Postsecondary Education; Program Descriptions; Program Implementation; Public Policy; *Student Financial Aid
IDENTIFIERS- *Higher Education Act Amendments 1992; *Pell Grant Program; Program Characteristics

This report discusses the Federal Pell Grant Program, the largest need-related federal postsecondary student grant program administered by the U.S. Department of Education, along with recent changes in the program authorized by the 1992 Amendments to the Higher Education Act. The program is designed to assist student from low-income families who would not otherwise be financially able to attend a postsecondary institution. The report reviews student eligibility, grant size, award rules, and need analysis, along with the characteristics of grant recipients. It also outlines the functions of postsecondary institutions participating in the program related to the control of fraud and abuse, application errors, and financial controls. Finally, the report discusses funding trends for the Pell Grant Program from 1980 through 1994, as well as suggestions for program improvement. It argues that increased funding levels are needed to restore Pell Grants as the foundation of federal student aid. (MDM)

ED 378 878 HE 028 027

Schenet, Margot A.
The Federal Family Education Loan Programs. CRS Report for Congress. Updated.
PUB DATE- 2 Dec 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Eligibility; *Federal Aid; *Federal Programs; Government Role; *Loan Default; Loan Repayment; Postsecondary Education; Program Descriptions; Public Policy; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program; Program Characteristics

This report discusses the Federal Family Education Loan (FFEL) Programs, formerly referred to as the Guaranteed Student Loan (GSL) Programs, which are designed to insure and subsidize loans private lenders make to students and their parents to help them meet the cost of postsecondary education. Chapter 1 outlines the major features of the FFEL Program. Chapter 2 describes the characteristics of three FFEL programs: Federal Stafford loans (subsidized and unsubsidized), Federal PLUS loans, and Federal Consolidated loans. Chapter 3 examines the administration of the FFEL program by lenders and guaranty agencies. Chapter 4 discusses borrower repayment relief, while chapter 5 reviews loan default and its consequences. Two appendixes provide basic program data and default statistics. (MDM)

ED 378 879 HE 028 028

van Vught, Frans
Patterns of Governance in Higher Education Concepts and Trends. New Papers on Higher Education: Studies and Research 9.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Degrees (Academic); *Fire Fighters; Fire Science Education; Graduate Study; *Higher Education; Professional Continuing Education; Professional Development; *Professional Education; Professional Occupations; Professional Training; Standards; Undergraduate Study
IDENTIFIERS- *Fire Chiefs; Fire Departments; *Professionalism

This paper argues for an increased role and the importance of higher education in the continuing professionalization of fire service. The article opens by describing the development of higher education in fire service that began with a 1966 Wingspread conference for fire service leaders where a three tiered model and seven content areas were defined. A second Wingspread conference in 1976 evaluated progress in higher education and professionalism for fire service and revised the model to include a private-sector path and graduate education. The next section discusses the similarities and differences between fire and police education noting that to the extent that law enforcement is a profession it is to some degree due to its association with the legal profession. The next section describes central concepts associated with graduate schools and degrees: discrete discipline, research, and body of knowledge. Each of these, the article argues, could be applied to fire service as a graduate discipline. A final section, addressed to fire service members directly, discusses making choices for professional development through additional professional education. (JB)

ED 378 898 HE 028 049

Universities in the Twenty-First Century: A Lecture Series.
SPONS. AGENCY- Paul Hamlyn Foundation (United Kingdom).
PUB DATE- Mar 94
NOTE- 143p.; These papers were presented in a spring 1993 lecture series on the future of British higher education.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Role; Comparative Education; Creativity; *Educational Change; Educational Trends; Education Work Relationship; Foreign Countries; *Futures (of Society); *Higher Education; Innovation; Institutional Mission; Labor Force; Research Universities; Scholarship; School Community Relationship; *Universities
IDENTIFIERS- Industry Needs; *Twenty First Century; *United Kingdom

This volume presents six lectures on the future of universities in the 21st century, and how they can best meet the future economic and social needs of the United Kingdom. "The Idea of a University?" (Stewart Sutherland) reviews some dominant images of university and concludes that university educated individuals should be better equipped to play a wide variety of public roles. "One Industrialist's Views" (Graham Day) reviews post graduation employment, admissions standards, customer satisfaction, the teaching research relationship, and institutional management. "The Research Mission and Research Manpower" (David Phillips) reflects on the emergence of the research mission in universities, characterizes diverse university funding sources, describes the relationship between universities and their funders, and looks at the need for long-term planning in research workforce development. "University 2050: The Organisation of Creativity and Innovation" (Hans Van

NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Business Administration Education; *College Curriculum; College English; *College Instruction; College Libraries; *Continuous Progress Plan; *Curriculum Design; Distance Education; *Flexible Progression; Foreign Countries; Geography Instruction; *Higher Education; Information Technology; Mathematics Instruction; Program Development; Program Implementation; Student Attitudes; Student Teaching; Technology Education
IDENTIFIERS- Diversity (Student); England; *Loughborough University of Technology (England)

This book addresses broad issues related to flexible learning in higher education and provides specific examples of how one institution of higher education is implementing more flexible patterns of teaching and learning. The Flexible Learning Initiative, established at Loughborough University of Technology in England, provides an environment which facilitates student involvement and responsibility for the learning process. The book brings together the collective experiences of staff from a variety of departments and subject areas and examines conceptual as well as practical issues in relation to flexible learning. Papers include: "Flexible Provision for Student Diversity" (Keith Hodgkinson); "Flexibility in Course Structures" (John Costello); "Flexible Learning and Information Technology in Higher Education" (Phil Wild); "Off-Site Support for Flexible Learners: Learning in No Man's Land" (Alison Smith and Winnie Wade); "Course Guides for Flexible Learning" (Keith Hodgkinson); "Flexible Learning and the Library" (John Arfield); "Coping with Larger Classes: Flexible Learning in Geography" (Ed Brown and Jonathan Beaverstock); "A Flexible Learning Strategy for Design and Technology Students" (Joyce Cubitt and others); "A Flexible Learning Scheme for a First-Year Mathematics Module" (Peter Lewis); "A Self-guided Information Technology Profile for Student Teachers in Primary Schools" (Keith Hodgkinson and Phil Wild); "A Business School Approach to Flexibility in Course Provision" (Alison Smith); "A Distance Learning Programme for Design Engineers" (Ian Wright); "Flexible Learning in English" (Brian Jarvis); and "Student Opinion of Flexible Teaching and Learning in Higher Education" (Richard Clark). (Each paper contains references.) (JDD)

ED 378 917 HE 028 068

Slowey, Maria, Ed.
Implementing Change from within Universities and Colleges: 10 Personal Accounts. Managing Innovation and Change in Universities and Colleges Series.
PUB DATE- 95
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; *Change Agents; *Change Strategies; College Curriculum; College Faculty; Department Heads; *Educational Change; *Educational Innovation; Foreign Countries; *Higher Education; *Leadership; Leadership Responsibility; Personal Narratives; Student Personnel Services; Student Unions; Teacher Responsibility; Teacher Role; Total Quality Management
IDENTIFIERS- *Great Britain

Futures (of Society); Information Networks; Program Implementation; *Public Schools; Staff Development; Technological Advancement; Training
IDENTIFIERS- *California; Internet

This guide establishes statewide networking standards and addresses key issues regarding network implementation. It is designed to be a framework for construction of access to the global electronic highway for all California public schools. An in-depth view of the major areas that must be considered when schools are developing their technology plans is provided. Part 1 provides background on the state's educational networking efforts. Part 2, "Making the Case," outlines many of the immediate benefits of networking and provides examples of ways to achieve maximum return on investment in network technology. Part 3, "The Technical Plan," presents detailed design parameters and planning guidelines. Part 4 addresses "Training the Staff," with approaches to staff development and suggested resources to help in implementing training programs. Six appendices are included to improve the reader's understanding of network planning that focus on progress reports, selecting connections, internet access, resources and policies, and future technology. Each chapter is labeled with an indicator of its technical difficulty. Eighteen figures and three tables illustrate the discussion. (Contains 29 references.) (SLD)

ED 378 935 IR 016 930

Taufour, P. A.
Desktop Video Productions. ICEM Guidelines Publications No. 6.
PUB DATE- Jun 94
NOTE- 13p.; This is an abstract in English of the dossier, "Le Desktop Video" (September 1993) written by the "Direction de l'Ingenierie educative" of the Centre National de Documentation Pedagogique of France.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Editing; Educational Media; *Educational Technology; Foreign Countries; Microcomputers; Production Techniques; *Technological Advancement; *Telecommunications; *Video Equipment
IDENTIFIERS- *Desktop Video

Desktop video consists of integrating the processing of the video signal in a microcomputer. This definition implies that desktop video can take multiple forms such as virtual editing or digital video. Desktop video, which does not imply any particular technology, has been approached in different ways in different technical fields. It remains a hybrid, ambiguous, and evolving product. While its future in the multimedia market is unclear, it already offers attractive and economical solutions for some problems. Desktop video is especially useful for editing or making small video documents. Editing products and video processing systems are reviewed, with a summary in chart form for the following products: (1) Video Machine; (2) Studio Matrox; (3) Personal Producer; and (4) Sony DES 500. (SLD)

ED 378 936 IR 016 931

Harnsten, Gunilla
The Research Circle--Building Knowledge on Equal Terms.
PUB DATE- 94
NOTE- 90p.; Translation of the book, "Forskningscirkeln--pedagogiska perspektiv" ("The Research Circle--Educational Perspectives"). Translator: Monica Ahlstrom. The book was

the expansion of conceptual theory base in information technology; and validation of the field's existing procedural models. (Contains 25 references.) (MAS)

ED 378 955 IR 016 972

Verhagen, Plon W.; Breman, Jeroen
Instructional Format and Segment Length In Interactive Video Programs.
PUB DATE- 8 Feb 95
NOTE- 19p.; Paper presented at the National Convention of the Association for Educational Communication and Technology (Anaheim, CA, February 8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Data Collection; Higher Education; *Individualized Instruction; Memory; Outcomes of Education; *Performance Factors; Pretests Posttests; *Programmed Instruction; Videotape Recordings
IDENTIFIERS- Amount of Invested Mental Effort; *Interactive Videodisks; *Segment Length (Videotape Recordings); Verhagen (Plon W)

The purpose of this study was to gather further insight into a previous investigation of the relationship between self-chosen and program-controlled segment length of an interactive videodisk program, and performance on post- and retention tests. The initial study by Verhagen, which questioned what is the optimum length of well-designed audio-visual segments to present factual information via an interactive video program, is reviewed. The additional research reported here was designed to find out whether the conclusions of Verhagen's study should be altered if data collection is carried out in an instruction experiment rather than a memory experiment. It also studied the effect of the amount of invested mental effort (AIME), and tested achievement of instructional objectives concerning the video program as a whole rather than testing specific information elements. Seventy-three university freshmen were given pre-, post-, and retention tests, and were grouped to learn from the following video segmentation formats: (1) Explore--a menu-driven environment giving subject complete control to choose video segments, segment their length, and jump between knowledge questions and remediation video segments at will; (2) Guide--video sequences are pre-segmented, followed immediately by the appropriate knowledge questions and remediation, and presented in linear order; (3) Linear--instructional objectives are presented beforehand, then subjects watch the entire program without stopping; (4) Variable--subject has control over length of each video segment, but not over sequence of video program. Results show that in a memory performance task, shorter video segments were chosen than those chosen for an instructional task. However, no evidence was found that test performance was related to self-chosen segment length. The Explore and Guide conditions required the least mental effort, and thus provided the most relaxed learning situation and usability. Finally, no relationship between AIME and test performance could be determined. Data is presented in nine tables and figures. (Contains 15 references.) (MAS)

ED 378 956 IR 016 973

Rogers, Patricia L.

the $121.8 million 1993 operating income, and federal aid was about 0.8%. Local tax support for public libraries varies considerably, ranging from $1 per capita to over $150. System and public library staff full-time equivalents increased from 2,654.3 in 1992 to 2,730.5 in 1993. The total number of volumes remained stable in 1993, but video and audio recordings increased statewide. A directory and some summary statistics are given for academic libraries and special library services in Wisconsin, listed by community. (SLD)

ED 378 976 IR 055 346

Blackwell, Michael Lind
Three Library and Information Science Databases Revisited: Currency, Coverage and Overlap, Interindexing Consistency.
PUB DATE- Aug 94
NOTE- 197p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Abstracting; *Abstracts; Access to Information; *Citation Indexes; *Comparative Analysis; Database Producers; *Databases; Indexing; Information Retrieval; *Information Science; *Periodicals; Scholarly Journals; User Needs (Information)
IDENTIFIERS- ERIC; Library and Information Science Abstracts; Library Literature

This study evaluates the "Education Resources Information Center" (ERIC), "Library and Information Science Abstracts" (LISA), and "Library Literature" (LL) databases, determining how long the databases take to enter records (indexing delay), how much duplication of effort exists among the three databases (indexing overlap), and how consistently the databases index materials (interindexing consistency). The study employed the methodology of studies on the databases from the 1980s, yet also used measurements based on methodologies not previously. The findings were compared with findings from earlier studies in order to discover indexing trends in the databases, and it was revealed that, over the last 25 years, indexing currency has generally improved, overlap has increased, and joint coverage has remained relatively stable. It was also found that the three databases together cover only 44% of all possible titles. Recommendations are offered to the users and producers of the databases. Data is presented in 11 tables, and 4 appendices provide a list of library serials, a core list of essential journals, a list of serials covered, and core journal names. (Contains 15 references.) (Author/SLD)

ED 378 977 IR 055 352

Miller, Margaret B.
We Don't Wear Aprons Anymore: An Annotated Bibliography of Working Mothers in Children's Literature.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; *Childrens Literature; Dual Career Family; *Employed Women; Family Characteristics; Family Structure; Females; Literature Reviews; *Mothers; One Parent Family; *Parent Child Relationship

A review of children's literature found relatively few books for elementary school children depicting working mothers--an bibliographies; resource information; display and decoration ideas; and miscellaneous information such as activity and answer sheets, clip art, a supplemental sheet for the reading log, and a program evaluation form are provided. (MAS)

ED 378 996 IR 055 399

Sumner, Mary Ann, Comp.
Beautiful Black: A Bibliography about the Night for Young Readers from Preschool through Junior High.
PUB DATE- 94
NOTE- 57p.; This bibliography accompanies the State Library of Florida's Florida Youth Library Program for 1994, "C.O.L.O.R: Celebrate Our Love of Reading," see ED 376 819.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescent Literature; *Adolescents; Annotated Bibliographies; Audiodisks; Blindness; Books; Braille; *Children; Childrens Literature; *Disabilities; *Nonprint Media; *Reading Materials; Talking Books
IDENTIFIERS- Florida; *Night

This bibliography offers a "magical adventure into the dark and dreamy world of the night." It contains annotations for 146 books, available for free to the blind and disabled, that cover various things associated with the night: dreams, monsters and ghosts, overcoming fear of the dark, nights in other countries that are six months long, and more. Entries are arranged alphabetically by author, and also include title, a brief description, appropriate grade level (K through 9), and book numbers that differentiate the type of media that the book is available in (cassette books, braille books, and recorded computer disks). There is also an alphabetical title index that list the page number where each can be found. An order form is provided to obtain copies of indexed books. (MAS)

ED 378 997 IR 055 400

Sumner, Mary Ann, Comp.
Very Violet: A World of Music. A Bibliography for Young Readers from Preschool through Junior High.
PUB DATE- 94
NOTE- 38p.; This bibliography accompanies the State Library of Florida's Florida Youth Library Program for 1994, C.O.L.O.R: Celebrate Our Love of Reading; see ED 376 819.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Blindness; Braille; *Childrens Literature; Dance; *Disabilities; Early Childhood Education; Elementary Secondary Education; *Music; Musicians; *Nonprint Media; Optical Disks; Preadolescents; Preschool Children; *Reading Materials; Reading Programs; Talking Books
IDENTIFIERS- Florida; Music Composers

Music is a universal language, and through the items in this bibliography, readers can find books about music, history, composers, performers, dancing and adventures relating to music, including foreign music and cultures. It contains annotations for 92 books that are available for free to the blind and disabled. Entries are arranged alphabetically by author, and also include title, a brief description, appropriate grade level (preschool through 9), and book numbers that differentiate the type of media that the book is available

ED 379 015 JC 950 090

Creech, Joseph D.
Helping Students Who Transfer from Two-Year to Four-Year Colleges.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); College Attendance; *College Transfer Students; Community Colleges; Higher Education; Intercollegiate Cooperation; *School Policy; *Statewide Planning; Student Mobility; *Transfer Policy; *Transfer Students; Two Year Colleges
IDENTIFIERS- *United States (South)

This report describes policies and practices than can help administrators, faculty, and states improve the rate of transfer between two- and four-year colleges. Sections of the report focus on: (1) "Helping Students Who Transfer from Two-Year to Four-Year Colleges," focusing on the important of transfer programs and opportunities in southern states; (2) "How Do We Know If Transfer Policies and Practices Are Working," describing ways of measuring transfer activity; (3) "Who Attends Two Year Colleges," offering a profile of students at a typical public two-year college in the southern region; (4) "What Do Two-Year College Students Study"; (5) "What Policies and Practices Are Likely To Help Students Transfer," focusing on transfer admission policies, early access to accurate transfer information, transferability and applicability of credit, institutional agreements, statewide agreements, general education core courses, common courses and course-numbering systems, credits from vocational/technical programs; and (6) two examples of comprehensive statewide guidelines and practices--North Carolina and Florida. The final section summarizes steps to a successful approach to developing transfer policies and practices. (KP)

ED 379 016 JC 950 091

Fiscal Year 1994 Unit Cost Report for the Illinois Public Community Colleges.
PUB DATE- Feb 95
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Community Colleges; Comparative Analysis; *Educational Finance; Expenditure per Student; *Expenditures; *Full State Funding; *Program Costs; *Public Colleges; Salaries; School District Spending; School Funds; State Surveys; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

Used to determine grant rates for state financial support and as an accountability report to citizens, this unit cost report presents data for fiscal year (FY) 1994 on course offerings, enrollments, and costs for Illinois public community colleges. Specifically, data are presented on: (1) comparison of FY 1994 net instructional unit cost (NIUC) with previous years; (2) comparison of FY 1994 NIUC, full instructional unit cost, and total institutional unit costs; (3) summary of FY 1994 NIUC by cost categories; (4) FY 1994 indirect instructional support elements of a successful LEP vocational program that incorporates both language and vocational training and is grounded in cooperative learning strategies and an awareness of workplace realities. In part 5, facilitators learn when, why, and how to evaluate a program and how to create an evaluation instrument. Part 6 examines the facilitator's role as an agent of change, using theories of change management developed for business and industry. Finally, a comprehensive resources list guides readers to sources of funding, materials, texts, and additional information such as on-line networks. (KP)

ED 379 033 JC 950 109

Eardley, Carla Jean
Effective Tutoring for Nursing: A Guide for Peer Tutors.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 94
NOTE- 105p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Interpersonal Communication; Learning; *Nursing Education; *Peer Teaching; *Tutoring; Tutors; Two Year Colleges
IDENTIFIERS- *Tutor Training

Intended for upper-level students in nursing and related professions who have been selected to work as peer tutors, this book was designed to help peer tutors become a caring, competent resource for nursing students through independent study. The book attempts to lay the theoretical groundwork for understanding tutoring as a legitimate aspect of the larger field of learning assistance within a holistic framework. After a brief introduction, unit 1, "Orientation to Tutoring," describes attributes of a successful tutor; teacher-tutor relationships; tutor-student relationships; tutor-institution relationships; the multidimensional role of the tutor; goals and objectives; critical thinking; awareness of learning processes; and successful interpersonal skills. Unit 2, "The Learning Process," covers the following topics: preparation, input, processing, storage, output, learning styles and modalities, blocks to successful learning, situational blocks, internal blocks, and learning skills and the nursing curriculum. Unit 3, "Keys to Successful Tutoring," includes information on holistic thinking; creating communication; organizing the tutoring session; diagnosing student problems; and strategies for when problems arise. The final unit offers "Practical Strategies for Nursing Tutors," focusing on language skills and nursing tasks; active reading strategies for mastering nursing texts; tutoring for writing; nursing math; and test-taking and study skills. (Contains 23 references.) (KP)

ED 379 034 JC 950 110

Leas, David E.
New Mexico State University at Grants College Assessment and Planning Process.
PUB DATE- Jan 95
NOTE- 23p.
LANGUAGE- English

athletic program"; (2) the five most important services to evening students were faculty members who are up-to-date, faculty members who are excellent teachers, a library that meets student needs, a flexible schedule of courses, and computers and other equipment to support their program; (3) over 60% of students agreed that M-DCC provided these top five services; (4) however, 25% disagreed that M-DCC provided a library meeting their needs, 25.1% did not think the college provided a flexible schedule, 27% did not agree that M-DCC had an excellent career counseling program, and 23.4% disagreed that staff members were accessible; (5) 351 of the respondents were either somewhat or very satisfied with the Miami-Dade experience; and (6) evening students expressed strongest reservations regarding vocational programming. (Tables of responses college-wide and by three M-DCC campuses and the survey instrument are included.) (KP)

ED 379 051 JC 950 134

Fisher, Sylvia K.
Enrolled Students' Evaluation of Miami-Dade Community College Educational Goals. Research Report #94-12R.
PUB DATE- Sep 94
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Objectives; Likert Scales; Multicampus Colleges; *Organizational Objectives; *Participant Satisfaction; *School Effectiveness; *Student Attitudes; Student Surveys; Success; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Miami Dade Community College FL

In winter 1994, a study was conducted at Miami-Dade Community College (M-DCC), in Florida, to determine students' perceptions of the college's educational goals. Surveys were distributed to students in 200 courses, representing 5% of all classes offered in the term. Using a 5-point scale, students were asked to rate both the importance of 20 educational goals frequently pursued by higher education institutions and their level of satisfaction with M-DCC's attainment of those goals. Surveys were returned from 168 classes for a final sample of 1, 476 student responses. Study findings, based on averaged student ratings, included the following: (1) college-wide, 19 of the 20 goals received ratings above 4.0 in terms of their importance; (2) the five most important goals were maintain high academic quality, prepare students to communicate effectively, maintain an excellent reputation, prepare students for a career upon graduation, and provide students with the opportunity to become broadly educated; (3) over 60% of students agreed that M-DCC addressed these top five goals; (4) no goal item received a disagreement rating of 20% or more; (5) over 83% (n=982) of students were either somewhat or very satisfied with their Miami-Dade experience; (6) students at all sites generally expressed satisfaction for goals related to academic quality; and (7) at the InterAmerican Center instructional site, however, at least 20% of respondents disagreed that M-DCC fulfilled 11 of the 20 goals. (Tables of responses college-wide and by campus and the survey instrument are included.) (KP)

ED 379 052 JC 950 135

Baldwin, Anne

On Feuerstein's Instrumental Enrichment: A Collection.
PUB DATE- 94
NOTE- 286p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Children; *Cognitive Development; Cognitive Style; Educational Improvement; Educational Objectives; Elementary Secondary Education; High Risk Students; Learning Problems; *Learning Strategies; Learning Theories; Models; Preadolescents; Program Descriptions; *Theory Practice Relationship; *Thinking Skills
IDENTIFIERS- Feuerstein (Reuven); *Instrumental Enrichment; Vygotsky (Lev S)

On the premise that all children can learn, Reuven Feuerstein developed a classroom curriculum designed to build the cognitive functions of students diagnosed by others as incapable of learning. His program, Instrumental Enrichment (IE), provides students with the concepts, skills, strategies, operations, and techniques necessary to become independent thinkers. These nine essays advocate education systems that consider intellectual power as their end rather than their means. The first section of the book discusses the contribution of two theorists to the concept of cognitive development, including Feuerstein's discussion of Structural Cognitive Modifiability and Mediated Learning Experience. The second section summarizes studies on the effects of IE. The third section addresses the implementation of IE, including studies that pertain to at-risk students. The essays are: (1) "Intervention Programs for Low Performers: Goals, Means, and Expected Outcomes" (R. Feuerstein and others); (2) "Mediated Learning: The Contributions of Vygotsky and Feuerstein in Theory and Practice" (B. Presseisen and A. Kozulin); (3) "Empirical Status of Feuerstein's 'Instrumental Enrichment' (FIE) Technique as a Method of Teaching Thinking Skills" (J. M. Savell and others); (4) "Project Highlights: Cognitive Education Project" (R. Mulcahy and associates); (5) "Reviving Thought Processes in Pre-Adolescents. Towards a Dynamic Conception of Intelligence: Is It Possible to Learn How To Think?" (R. Debray); (6) "Combining Instrumental Enrichment and Creativity: Socioemotional Development for Disadvantaged Gifted in Soweto: Part I and Part II" (M. Skuy and others); (7) "Cognitive Development through Radical Change: Restructuring Classroom Environments for Students At Risk" (B. Z. Presseisen and others); and (8) "Implementation of Instrumental Enrichment and Cognitive Modifiability in the Taunton Public Schools: A Model for Systemic Implementation in U.S. Schools" (J. R. Williams and W. L. Kopp). Each essay includes references. (SW)

ED 379 070 PS 022 858

Costa, Arthur L., Ed.; And Others
If Minds Matter: A Foreword to the Future. Volumes I and II.
PUB DATE- 92
NOTE- 676p.; Some pages of student's work may not reproduce well.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Classroom Environment; Cognitive Style; *Cooperative Learning; Curriculum Development; Educational Assessment;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Cognitive Measurement; Developmental Disabilities; Developmental Stages; Evaluation Methods; Evaluation Research; Inservice Teacher Education; Low Income Groups; *Placement; *Preschool Children; Preschool Education; Program Effectiveness; *Screening Tests; Standardized Tests; Test Construction; *Testing; *Test Validity
IDENTIFIERS- California (San Bernardino County); *Project Head Start

In light of debate about the developmentally inappropriate and culturally questionable use of standardized testing for placement of preschool children, alternative approaches to screening and assessment are required. The impact of a Head Start program upon children must involve documentation of physical and mental health, speech, hearing, vision, and overall wellness, as well as traditional developmental domains. In 1988, the Preschool Services Department of the San Bernardino County (California) Head Start Program reviewed a variety of developmental screening instruments, but decided to refine and use its own instrument, the Child Development Screening Form. The developmental status of 5,000 Head Start children was sampled during 2 consecutive program years using 60 observable behaviors representing standard developmental milestones. Teachers and aides attended inservice training for using the screening form. Screening was done both pre-program and post-program. For one of the sample years, the 2,753 children showed demonstrable developmental gains, an average of about 6 points across all domains out of a possible 20. Children with disabilities averaged an 11 point gain. The current version of the screening form has a developmentally appropriate set of items and differentiates development trajectories and variations. It is user- and child-friendly, economical, and meets Head Start requirements. (The screening form, charts of screening results, and 25 references are included.) (TM)

ED 379 089 PS 022 973

Theilheimer, Ish, Ed.; Eisner, Kathy, Ed.
Heritage, Culture, and Immigration: The Family Connection = Heritage, culture et immigration: Les relations familiales.
PUB DATE- Dec 94
NOTE- 41p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; Attitudes; Cultural Background; Cultural Differences; Cultural Maintenance; *Cultural Pluralism; Ethnic Relations; Family (Sociological Unit); Females; Foreign Countries; French Canadians; *Immigrants; Social History; *Social Integration; Sociolinguistics
IDENTIFIERS- Canada; *Family Values; Historical Background; *Tolerance

This issue of the Canadian journal "Transitions," presented in French- and English-language editions, deals with immigration as it relates to families. "Immigration, Integration, Families, Values: Old Wine in New Bottles" (Morton Weinfeld with Kathy Eisner) discusses the process of immigrant integration, which spans generations, and its impact on family and cultural then briefly describes different types of early childhood programs. While suggesting that several methods of evaluation should be explored, the paper focuses on self-study, which may utilize specific instruments and may lead to accreditation. The paper concludes with a list of essential accreditation criteria, including: interactions among staff and children, developmentally appropriate learning experiences, teacher-parent interactions, and staff qualifications and development. Contains five references. (BAC)

ED 379 107 PS 023 019

Early Childhood Transitions: Preparing Children and Families for Change.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; Agency Cooperation; Early Childhood Education; Early Intervention; Educational Cooperation; Educational Resources; *Family School Relationship; *Interschool Communication; Preschool Children; Program Effectiveness; *School Community Relationship; *School Effectiveness; *School Readiness; *Transitional Programs
IDENTIFIERS- Program Characteristics; West Virginia

The West Virginia Education Association and the Appalachia Educational Laboratory formed a study group to examine transition activities used in West Virginia by preschool, Head Start, kindergarten, and early intervention programs. The study group members developed a program identification form and a program description form, which were disseminated to 100 transition programs. This guide provides findings from the 24 responding programs. These findings concern demographics, program rationale, activity types, decisionmaking, staff development, communications, records transfer, resources, and accomplishments and obstacles in relation to early childhood transition activities. Developed for educators and care providers, the guide includes: an introduction with background on the work of the Early Childhood Transition Study Group, a rationale for the importance of transition practices developed from a review of related literature, a description of the methodology and findings from responses to the group's Program Description Form, and recommendations for practitioners. The following areas of difficulty for transition programs were acknowledged: (1) communicating across agencies and with families; (2) identifying and reaching out to children with limited program resources; (3) sharing records without breaching confidentiality; (4) coordinating procedures with other agencies while adhering to funding agency guidelines; (5) helping children and families visit new settings; and (6) finding time for sending and receiving program teachers to craft individually appropriate transition efforts for all children and their families. A Service Provider Directory of study respondents and a bibliography on early childhood transitions are included. Appendices contain the Early Childhood Transitions Study Group Program Identification Form, Program Description Form, a Reflections and Recommendations Form and elements and exemplary practices for home, school, and

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Environmental Education; *Natural Resources; *Nonformal Education; Organizations (Groups); *Outdoor Education; Program Development; State Programs; Volunteers; *Youth Programs
IDENTIFIERS- *Fishing; *Hunting; Trapping; Wisconsin

This report describes efforts of the Wisconsin Department of Natural Resources to promote the teaching of hunting, fishing, and trapping skills. It is part of a three-pronged approach to assure the future of these activities in the state that will also include scientific management of fish and game resources and an analysis of factors and issues relating to public interest and Department interactions. This report deals only with the skills element. The Department's internal "Skills Team" used public participation to develop the following five program areas for initial implementation: (1) support sporting club efforts to teach skills; (2) increase opportunities to use Department lands for skills training activities; (3) improve skills training opportunities outreach to youth; (4) provide an information clearinghouse to publicize club events and skills training opportunities; and (5) increase the visibility of hunting, fishing, and trapping as recreation. The program entails major partnerships with organizations, businesses, and individuals interested in assuring the future of these outdoor activities. Surveys and other public feedback indicated that, while the public schools are probably not the best places to teach hunting, fishing, and trapping skills, the teaching of scientifically sound resource management and resource use should be supported. It is anticipated that program activities will be adjusted to improve effectiveness and ensure efficiency of state fund use and volunteer efforts. (RAH)

ED 379 126   RC 019 957

Keeping Forgotten Promises. 20th Annual Report to the U.S. Congress for Fiscal Year 1993.
PUB DATE- Mar 94
NOTE- 242p.; Several data tables contain small print. For the FY 1992 annual report, see ED 361 157.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Budgets; Educational History; Educational Policy; Elementary Secondary Education; Enrollment; *Federal Aid; Federal Indian Relationship; Federal Legislation; *Federal Programs; Government Role; Grants; Higher Education; Program Descriptions; Program Evaluation; Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; Indian Education Act 1988 Title V; *National Advisory Council on Indian Education; Office of Indian Education

The annual report of the National Advisory Council on Indian Education (NACIE) contains recommendations based on American Indian/Alaska Native perceptions of educational program needs in the areas of legislation, policy, administration, and funding. Part 1 describes the purpose and functions of NACIE. Part 2 is a paper titled "Keeping Forgotten Promises," that provides an overview of the history of Indian education and emphasizes the federal government's failure to provide an adequate education to American Indians. Part 3 contains NACIE's occurrence, cloud composition, and the underlying physics of cloud formation. Similarly, section II covers changes in Earth's climate from clouds and from carbon dioxide, and cloud-climate feedbacks. Appendices describe cloud patterns on other planets, the energy of clouds, and an activity that involves forming clouds in a bottle. (LZ)

ED 379 143 SE 054 527

Partners in Education: The IISME Experience 1985-1990.
PUB DATE- Oct 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Industry; *Mathematics Education; *Partnerships in Education; School Business Relationship; *Science Education; Science Programs; Secondary Education

This report is a review of the first 6 years of Industry Initiatives for Science and Math Education (IISME), a partnership between San Francisco Bay Area industries and the Lawrence Hall of Science. The program's mission has been to improve mathematics and science education by providing teachers with the practical applications of scientific concepts during paid summer industry internships, with follow up and educational support throughout the school year. This review includes: (1) a summary of the program, (2) program operations, (3) measures of program effectiveness; and (4) future directions. Appendixes include a list of the Board of Directors, Senior Advisory Council, and Sponsors; and a list of supplemental materials available upon request. (ZWH)

ED 379 144 SE 054 588

Raizen, Senta A., Ed.; Michelsohn, Arie M., Ed.
The Future of Science in Elementary Schools. Educating Prospective Teachers.
PUB DATE- 94
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Elementary Education; *Elementary School Science; Higher Education; *Preservice Teacher Education; Science Education; Scientific Literacy; *Teacher Education

One of the major goals of science reform today is that of scientific literacy for all students. In recent years there has been an increased awareness of the need to incorporate science firmly throughout the elementary curriculum to insure that this goal of scientific literacy is met. This book offers a new vision for preparing prospective teachers of grades K-6 in science content and pedagogy. The chapters are: chapter 1, Improving Science Education: A Continuing Challenge; chapter 2, How Well Are Elementary Teachers Being Prepared in Science?; chapter 3, The Qualities of an Effective Teacher of Science; chapter 4, Educating Prospective Teachers in Science: A New Vision; chapter 5, Developing Science Content Knowledge; chapter 6, Learning How To Teach Science; and chapter 7, Designing an Effective Preservice Program for Science. The book level of education, quantity of high school science courses, and gender (in favor of males) all were found to be significantly related to the students' levels of environmental knowledge. Educational implications and recommendations are discussed in terms of the results of the study. Includes the survey questionnaire. (Author/LZ)

ED 379 165 SE 055 902

Gambro, John S.
A Model of Twelfth-Grade Environmental Knowledge.
PUB DATE- 91
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991). For related documents, see SE 055 901, and SE 055 870.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; *Environmental Education; Grade 12; High Schools; *High School Seniors; *Knowledge Level; National Surveys; *Performance Factors
IDENTIFIERS- *Environmental Literacy

The paper presents a model comprised of variables which are hypothesized to contribute to environmental knowledge in high school students. The model assumes that environmental knowledge in high school is a function of background factors (socioeconomic status and gender) which are in place before high school and intervening factors which mediate the effects of these background factors (locus of control, highest level of science class taken, and informal science activities). The sample consists of a national probability sample made up of approximately 2,900 high school students who are participating in the Longitudinal Study of American Youth. Bivariate analysis was used to examine the relationships between environmental knowledge and independent variables. Multiple regression procedures were used to analyze direct and indirect relationships among independent and dependent variables. Socioeconomic status, being male, and internal locus of control were all positively related to environmental knowledge. As expected, the level of science and amount of informal science exposure were also positively related to environmental knowledge. Implications for environmental education and recommendations for future models and research in this area are given. (LZ)

ED 379 166 SO 023 488

Croddy, Marshall
Reviewing the Verdict: Issues of the Police, Justice, Change and Instructor's Guide.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; Civics; Civil Liberties; Civil Rights; Constitutional Law; *Court Litigation; *Criminal Law; Discussion (Teaching Technique); Instructional Materials; *Law Related Education; Mass Instruction; Policy Formation; Public Policy; *Racial Bias; Role Playing; Secondary Education; Social Studies; Teaching Methods
IDENTIFIERS- Burden of Proof; Double Jeopardy; *King (Rodney)

sciences should confer to students a basic knowledge in all of these areas within the context of a multicultural education. It should promote understanding of and respect for human experiences within particular eco-systems and divergent cultures in time and space; develop objectivity and critical judgment as well as the need for continuing studies and observation. Finally, multicultural education should develop a commitment to the preservation of human rights for all, irrespective of ideological boundaries, creed, race, age, or gender. Contains 18 references. (Author/DK)

ED 379 186 SO 024 276

Jones, Rick H.
SPECTRA Evaluation Overview. The Schooled Mind: Do the Arts Make a Difference?
PUB DATE- Feb 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; *Curriculum Development; Elementary Education; Interdisciplinary Approach; *Program Evaluation; Teacher Education; Teaching Methods
IDENTIFIERS- *SPECTRA Plus

This paper gives an overview of "The Schooled Mind: Do the Arts Make a Difference? An Empirical Evaluation of the Hamilton Fairfield SPECTRA Program, 1992-93." SPECTRA is an education reform, school renewal approach involving all students in the arts on a daily basis. The primary mission of SPECTRA is to improve education for children and to improve children through renewed education utilizing daily involvement in quality arts experiences. Five major components comprise the SPECTRA approach: (1) teacher training/professional development; (2) teaching the arts as individual entities; (3) integration, immersion, infusion of the arts throughout the curriculum; (4) artists in residence; and (5) evaluation. The evaluation is a major component of SPECTRA and provides data and results of SPECTRA that meet stringent research parameters. This study measured pre-test and post-test results after one year of the program. The testing involved 615 students in grades 1, 3, 4 (pre- test) and 2, 4, 5 (post-test). Four schools of similar demographics were involved in the evaluation study. The 5 variables selected for the study were: (1) academic achievement; (2) self-esteem; (3) locus of control; (4) creative thinking; and (5) appreciation of the arts. The full study includes four chapters: (1) introduction, the history and philosophy of SPECTRA and arts education in general; (2) methodology, an explanation of the how and why of the evaluation design; (3) results, the findings of this study; and (4) recommendations, the evaluator's discussion of results and his recommendations. This is the first time that analysis and presentation of data from an evaluation study provides support for arguments to include the arts at a significant level in the curriculum of the elementary school. (DK)

ED 379 187 SO 024 361

Becker, Judith A.; Eison, James
Using Active Learning Strategies in Psychology Classes: Illustrative Articles.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; *Educational Policy; Educational Research; Elementary Secondary Education; *Ethical Instruction; Foreign Countries; Higher Education; *Moral Values; *Program Content; Program Evaluation; Role Models; *Social Change; Teacher Role; *Values Education
IDENTIFIERS- *Poland

This study explores the Polish experience in values education. Between the years 1944 and 1989 Polish education was often state controlled with the sole purpose of subjugating education to Marxist-Leninist ideology. Over the years the communist party's dictates varied in intensity. Despite the party's efforts to prescribe ethics, certain values remained uncontaminated by communist oriented decision making. While it is difficult to substantiate this with objective research findings, evidence comes from the teachers themselves, especially teachers in the humanities and social sciences, who could observe and monitor values in Polish schools. Three values survived the government's ideologic pressure: (1) knowledge; (2) patriotism; and (3) western civilization. All three of these ideas remained deeply rooted in the minds of both teachers and parents. Four reasons contribute to explaining why patriotism remained an important principle: (1) Polish pre-war schooling followed an early 19th century approach that viewed education as the path toward liberation for subjugated nations; (2) in the majority of families, parents encouraged this attitude; (3) the Catholic Church, a very influential institution in Poland, supported patriotic education; and (4) the communist authorities were unwilling to suppress patriotic education because they were afraid to go against popular attitudes. The study suggests that the new focus for Poland's schools should be mutual understanding, an education for international understanding. Specific programs and curricula are discussed. Contains nine references. (DK)

ED 379 205 SO 024 782

Leming, Robert S.
Teaching about Landmark Dissents in United States Supreme Court Cases. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Constitutional History; *Court Judges; *Court Litigation; Curriculum Development; Decision Making; *Dissent; Elementary Secondary Education; *History Instruction; *Opinions; Resource Materials; Social Studies; Teaching Methods
IDENTIFIERS- Betts v Brady; ERIC Digests; Minersville School District v Gobitis; Olmstead v United States; Plessy v Ferguson; *Supreme Court

This ERIC digest discusses the use of dissenting U.S. Supreme Court decisions in teaching about U.S. constitutional history. For most of its history, the U.S. Supreme Court has issued a single opinion indicating its decision in a case. The Court disposes of each case it reviews by majority rule (either affirming or reversing) and provides a rationale for its

NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Beginning Teachers; Demography; Educational Trends; Elementary School Teachers; Elementary Secondary Education; *Employment Patterns; *Enrollment Trends; Higher Education; *Labor Turnover; School Demography; Secondary School Teachers; Student Characteristics; Tables (Data); *Teacher Certification; Teacher Characteristics; *Teacher Persistence; *Teacher Supply and Demand; Teaching Experience
IDENTIFIERS- *Idaho

This report contains a compilation of information about elementary and secondary education employment in Idaho with a focus on current supply and demand and teacher preparation and certification. Data were gathered from all Idaho districts through a survey and from 1993-94 Idaho Basic Education Data System (IBEDS) reports. Information provided by Idaho's colleges and universities which prepare teachers was also included. A section on teacher supply and demand covers vacancy trends, applicants, ethnicity of teachers and students, shortage patterns, teacher recruitment and retention, and teacher characteristics. A section on teacher preparation and certification in the state covers certification trends and student enrollment. A section devoted to nontraditional teacher certification in Idaho looks at the use of letter of authorization certification, consultant specialist certification, teacher trainee certification (alternate route), and approved misassignment. A final section offers a summary and discussion of the data. Among the findings in this section are the following: (1) student enrollment appears to be increasing faster than teacher education workforce increases; (2) inquiries about teaching in Idaho increased during the 1993-94 school year; and (3) special education and pupil personnel services are types of vacancies that prove persistently difficult to fill. Appendixes contain extensive tables of data. (JB)

ED 379 223   SP 035 724

Birzea, Cesar
Strategies for Interculturally-oriented Civics Teaching at Primary and Secondary Level (Teacher Training Seminar, Timisoara, Romania, December 17-20, 1993). Seminar Report.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Proceedings (021)
DESCRIPTORS- *Citizenship Education; *Civics; *Curriculum Design; Democracy; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Epistemology; Evaluation Methods; Foreign Countries; Intercultural Programs; Mass Media Role; *Multicultural Education; Teacher Role; *Teaching Methods
IDENTIFIERS- *Europe; Europe (Central); Europe (East)

This report presents themes in the integration of intercultural civics instruction into elementary and secondary curricula, themes that emerged as points of disagreement and discussion at a teacher training seminar held in Romania. Following an opening section that describes the seminar's format and aims, a second section reviews the discussions of the definition of civics education. The third and fourth sections report discussions of the epistemological and pedagogical status of

Lowden, Kevin; Powney, Janet
Drugs, Alcohol and Sex Education. A Report on Two Innovative School-based Programmes. SCRE Research Report No. 59.
PUB DATE- Sep 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Education; Course Content; *Drug Education; Foreign Countries; *Health Education; High Schools; High School Students; Instructional Innovation; Program Development; Program Effectiveness; Program Implementation; Secondary School Teachers; *Sex Education; Socioeconomic Influences; Student Attitudes; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Scotland (Glasgow)

Two programs on drug, alcohol, and sex education in two Glasgow (Scotland) high schools were evaluated to assess their effectiveness. One was a drugs and alcohol education program at City High School and the other a sexual health program at Clydeside High School. Both schools drew from a local population that included a significant number of poorer, less educated families. The drug and alcohol program included two formats, a standard 10-week course delivered by a Personal and Science Development teacher and an alternative program designed and delivered by project workers from the local Health Board and addiction project. Both were designed to help young people make informed decisions about any potential use of drugs. The evaluation compared participants' views on the two different courses. The sexual health program had a particular focus on pregnancies among local young women who were thought to be leaving school and becoming pregnant soon after. The evaluation compared the views of pupils, researchers, and health workers before and after the program. Among the many findings were the following: students found the alternative drug program very relevant; those in the sexual health program felt the course had provided information they needed and enhanced their ability to make decisions. Three appendixes contain information on research methodology, program content, and research team members. (JB)

ED 379 242 SP 035 750

Nutrition Education and Training Program. State Plan for Fiscal Years 1994 and 1995.
PUB DATE- 7 Sep 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Budgets; Day Care Centers; *Educational Objectives; Elementary Secondary Education; Food Service; Health Promotion; Needs Assessment; *Nutrition; *Nutrition Instruction; *State Programs; Statewide Planning
IDENTIFIERS- *Kansas

The Nutrition Education and Training Program (NETP) promotes healthy eating habits to improve the health and well-being of children. It integrates mealtime and learning experiences to help children make informed food choices part of a healthy lifestyle. Kansas NETP has adopted the national NETP philosophy and strategic direction, with goals revised to reflect nutrition education in Kansas. A needs assessment completed in fiscal year 1980 and supplemented in 1984 is being updated by

IDENTIFIERS- *Huave; *Mexico

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Huave, an indigenous language of Mexico spoken in San Mateo del Mar, in the state of Oaxaca. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 798 FL 022 565

Suarez, Jorge A.
Tlapaneco de Malinaltepec, Guerrero (Tlapanec of Malinaltepec, Guerrero).
PUB DATE- 88
NOTE- 158p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Tlapanec
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- ure point for detailed study. E
the phonology, morphophonemics, grammar, and vocabulary of the
,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mexico; *Tlapanec

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Tlapanec, an indigenous language of Mexico spoken in Malinaltepec, in the state of Guerrero. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. Contains two references. (CK)

ED 378 799 FL 022 566

Lastra, Yolanda
Otomi de San Andres Cuexcontitlan, Estado de Mexico (Otomi of San Andres Cuexcontitlan, State of Mexico).

(134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Banking; Books; Clothing; Computers; Credit (Finance); *Daily Living Skills; Dialogs (Language); Food; Foreign Countries; *Interpersonal Communication; *Irish; *Merchants; Phrase Structure; *Second Languages; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- *Shopping

Basic Irish phrases and vocabulary useful for shopping are presented in dialogue form in an illustrated phrasebook. The book offers simple sentences and alternative terms for personal greetings, comments on the weather, grocery shopping, paying for goods, writing a check or using a credit card, and partings. Additional lists of vocabulary for groceries, meats, shoes, clothing, toys, books, computers, and hardware are included. (MSE)

ED 378 819 FL 022 734

Basic Irish for Parents: A Phrase-book for Parents with Children in Naionrai or in Primary School. BunGhaeilge do Thuismitheoiri: Leabhar frasai do thuismitheoiri a bhfuil paisi acu i Naionrai no sa bhunscoil.
PUB DATE- 89
NOTE- 59p.
LANGUAGE- Irish; English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Daily Living Skills; Elementary Education; Family (Sociological Unit); Foreign Countries; *Interpersonal Communication; *Irish; *Parent Child Relationship; *Second Languages; Uncommonly Taught Languages; Vocabulary; Young Children

The phrasebook provides Irish phrases and vocabulary needed for typical exchanges between parents and children. It is intended for parents who wish to speak a little Irish to their young children, and may be used by individuals or in a class situation. First it presents the phrases for calling children, attracting their attention, praising them, warning them, asking what they want, and so on. Then it addresses the situations that arise in a normal day: getting up; having meals; going to school; shopping; going out in the car; gardening; household chores; bedtime; medical matters; accidents; special occasions; and playing games. Lyrics to several children's songs and a list of vocabulary, with pictures, are included. (MSE)

ED 378 820 FL 022 735

Moore, Helen H.
The Multilingual Translator: Words and Phrases in 15 Languages To Help You Communicate with Students of Diverse Backgrounds.
PUB DATE- 94
NOTE- 160p.; For grades K-8.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Arabic; Bengali; Chinese; *Classroom Communication; Classroom Environment; Cultural Pluralism; Daily Living Skills; Elementary Secondary Education; Glossaries; Haitian Creole; Hindi; Immigrants; *Interpersonal Communication; Italian; Korean; *Limited English Speaking; Peer Relationship; Persian; Polish; Pronunciation; Russian; *Second Languages; Serbocroatian; Spanish; Tagalog; *Teacher Student Relationship; *Uncommonly Taught Languages; Urdu; Vietnamese; Vocabulary

*Cultural Context; *Culture Conflict; *English (Second Language); Foreign Countries; Inservice Teacher Education; *Intercultural Communication; Language Teachers; Second Language Instruction; Teacher Attitudes; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Vietnam

A study investigated the experiences of three Australian teachers of English as a Second Language (ESL) who conducted teacher workshops on communicative language teaching methods in Vietnam. It provides a critical description of cultural conflicts arising from the introduction of a western teaching approach and the informants' interpretations of those conflicts. Initially it seemed that Vietnamese resistance to adopting the communicative approach lay in class sizes, grammar-base examinations, and lack of exposure to authentic language. On closer examination, it appeared that to adopt the approach, Vietnamese teachers would have to change radically some basic cultural beliefs. It is concluded that for the communicative approach to be made suitable for Vietnamese conditions, it must be both culturally attuned and culturally accepted. Based on the literature and informants' experiences, the eventual form of pedagogical practice would involve the teacher's ability to either filter the method to make it culturally appropriate or redefine the teacher-student relationship in keeping with the cultural forms embedded in the communicative approach. However, it is proposed that while this "mediating" has potential to overcome cultural barriers, it alone will not ensure the success of the approach; texts and the examination system must share the same communicative goals. Appendices include the coding system and the case study consent form. Contains 53 references. (MSE)

ED 378 840   FL 022 783

Gajaseni, Chansongklod
How Americans and Thais Respond to Compliments.
PUB DATE- 94
NOTE- 37p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (8th, Urbana, IL, March 31-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Comparative Analysis; *Cultural Differences; Foreign Countries; *Interpersonal Communication; *Overt Response; Pragmatics; *Social Behavior; *Social Status
IDENTIFIERS- Americans (United States); *Compliments (Language); Politeness; *Thai People

A study investigated the extent to which the gender and social status of the complimenter as well as the gender of the receiver account for the choice of strategy Americans and Thais use to respond to compliments. Subjects were 40 American university students in the United States and 40 Thai students in Thailand. In a discourse-completion test, each subject responded orally to 16 compliment situations; each was then interviewed. Results suggest that there are both similarities and differences in both groups. Analysis revealed 13 compliment response types, placed on a continuum between acceptance (agreement) and rejection (disagreement and avoidance of self-praise). Acceptance occurred most frequently in both groups, with the Americans using it more often. Americans were also more likely to give long responses by combining different strategies or repeating a strategy; Thais tended to be brief.

Costing; Needs Assessment; State Colleges
IDENTIFIERS- Building Maintenance; Facilities Audits; *Facility Evaluation; *University of Georgia

The University of Georgia (UG) conducted a complete campus building condition evaluation survey in 1989 that identified the nature and magnitude of the capital renewal/deferred maintenance requirements for each campus building. The survey design was based on a model developed by Harlan Bareither at the University of Illinois. Data were collected at weekly meetings held for 3 hours each over several months. The dollar value of all necessary capital renewal and deferred maintenance work was estimated on a building by building basis. The total analysis covered 1,118 buildings comprising over 11 million square feet. The estimate for each building was compared to the total replacement value of the building and the resultant percentage deficiency was recorded. Results found that: (1) roof and window replacements totaled almost $19 million; (2) new fixed equipment and elevators totaled over $36 million; (3) plumbing and fire protection waste piping and sprinkler systems totaled over $22 million; (4) replacement of heating, ventilating and air conditioning systems equipment and controls accounted for almost $79 million; and (5) new distribution wiring and fire alarms were estimated at $22 million. The analysis also noted that under a formula funding system like the one UG uses, the total deficiency of almost 30 percent cannot be corrected with the planned yearly funding level of .75 percent of total replacement cost. (Contains 43 references.) (JB)

ED 378 859   HE 028 006

Casey, John M.
The Impact of Higher Education Law on Physical Plant Administrators.
PUB DATE- Nov 91
NOTE- 17p.; Paper presented at the Meeting of the Southeast Region Association for Physical Plant Administrators (40th, Hilton Head, SC, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Civil Rights Legislation; College Administration; College Faculty; College Students; Compliance (Legal); Contracts; Court Litigation; *Educational Facilities; *Educational Legislation; Federal Legislation; Government School Relationship; *Higher Education; Legal Problems; *Legal Responsibility; Legislation; Local Legislation; School Community Relationship; *School Law; State Legislation

This paper reviews the basic legal relationships and duties that affect higher education facility management with special emphasis on the relationships with students, faculty, and staff in both public and private colleges and universities. An introduction briefly reviews the development of higher education law beginning with a landmark case in 1819. This section also covers sources of higher education law and general differences for public versus private institutions. The paper notes that the basis of the law in public institutions is predominately constitutional, whereas the basis in private institutions is predominantly contractual. Section 2 looks at management and administration and covers liability, both institutional and personal, in tort, contract, and federal civil rights aspects. Section 3 addresses faculty issues

PUB DATE- 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Administration; Developed Nations; *Developing Nations; Educational Administration; Educational Quality; *Educational Trends; Foreign Countries; Free Enterprise System; *Governance; Government Role; Government School Relationship; *Higher Education; Literature Reviews; Management Systems; Organizations (Groups)

This paper presents a review of the literature on governance and management of higher education, offers a set of concepts for discussion on higher education governance, and identifies recent trends that might have a significant influence on the development of higher education systems. It examines the dynamics of higher education systems, focusing on the distribution of authority, the possibilities of market coordination, governmental steering strategies, the role of buffer organizations, management processes, and educational quality. The paper concludes by discussing the issue of governance in higher education in the context of developments and problems in developing nations. It argues that certain major changes, such as deregulation, decentralization, and a decreased government role, are needed to solve the present crisis in higher education in developing nations. (Contains 64 references.) (MDM)

ED 378 880 HE 028 029

Graduate Employment in New Zealand, 1993. A Summary of Destinations. Report for the Year Ended 31 May 1993. No. 20.
PUB DATE- Nov 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Employers; Employment Level; *Employment Opportunities; *Employment Patterns; *Employment Statistics; Foreign Countries; Graduate Study; Higher Education; Intellectual Disciplines; *Majors (Students); National Surveys; Sex Differences
IDENTIFIERS- *New Zealand

This report presents the results of an employment survey of 15,583 New Zealanders who received university degrees, diplomas, or certificates during the 1992-93 academic year. Section 1 describes the survey design and population, as well as the general results. The survey found that 47.3 percent of graduates were employed, 27.9 percent were engaged in further study, 13.8 percent were looking for employment, 9.3 percent were going overseas, and 1.7 percent were not available for employment. Responses are also tabulated by gender, occupational grouping, and major employment sector. An appendix provides comparisons to 1991 and 1992 data. Section 2 provides observations on the outlook for graduate employment, which seems to be improving slightly. Section 3, the bulk of the report, provides information on employment destinations for recipients of bachelor's degrees by major subject area. Data is provided for graduates in the following fields: agriculture and horticulture; architecture, planning, and surveying; biological sciences; commerce; computer studies and information science; consumer and applied sciences; dentistry; education; engineering; fine arts, music, and drama; forestry; humanities;

Ginkel) focuses on the up-scaling of society and the recent development of a knowledge-intensive society. "The University in the Community" (Anne Wright) argues that universities are places for learning and that teaching students is the university's central purpose. "Scholarship Reconsidered: Priorities for a New Century" (Ernest Boyer) considers the future of the University from the perspective of higher education in the United States. Following the text of each lecture are discussions that occurred on each occasion. (JB)

ED 378 899 HE 028 050

Celebrating Challenges of Change: Liberal Arts Colleges Meeting National Needs. Selected Proceedings from the Anniversary Conference of the Great Lakes Colleges Association (GLCA) (13th, Indianapolis, Indiana, March 31-April 3, 1993).
PUB DATE- 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Citizenship; College Role; College Students; Consortia; Cooperative Programs; *Educational Change; Educational Needs; Educational Quality; Futures (of Society); General Education; Higher Education; Institutional Mission; Intercollegiate Cooperation; Leadership; *Liberal Arts; Minority Groups; Multicultural Education; *Private Colleges; Undergraduate Study
IDENTIFIERS- *Great Lakes Colleges Association

This volume presents selected proceedings of a conference which focused on the need to continue to link the mission and purposes of institutions with the national need for educated citizen/leaders. The first part of the conference provided the forum for informed observers from outside the academy to identify their perceptions of the liberal arts college of today and its challenges. From this portion of the conference this volume presents opening remarks, discussion and presentations on confronting challenges while sustaining values, and an exploration of multicultural issues and educating students of color. The second portion of the conference highlighted the achievements of the consortium and addressed other possible collective initiatives for excellence in undergraduate education. From this portion of the conference the volume includes discussions of 30 years of educational change and prospects for the future, multicultural education and the challenges it presents for the future, and the liberal arts and sciences college as an enduring and successful type of institution. Appendixes contain the conference program, a list of GLCA programs and initiatives, members of the 1992-93 GLCA board of directors, and list of supporting foundations. (JB)

ED 378 900 HE 028 051

Thinking about Law School: A Minority Guide.
PUB DATE- 92
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission (School); Admission Criteria; Career Choice; Career Guidance; Career Planning; College Applicants;

This book presents the personal accounts and reflections of 10 individuals who were given leadership responsibility for the implementation of certain aspects of change in institutions of higher education in Great Britain. The contributions illustrate key dimensions of these changes--the development of strategies aimed at widening access, the introduction of new teaching and learning methodologies in light of increasing student numbers and a declining unit of resource, the utilization of short-term project funding to achieve curriculum change, responses to increased competition and accountability in relation to research, emphasis on generic staff development, and the more active and influential role for students in shaping the educational system. The collection begins with Part 1, an introduction by Maria Slowey titled "Reflections on Change--Academics in Leadership Roles." Part 2, titled "Leading Change--Heads of Department and Others," presents "Making It Happen--Reflections on a Varied Career" (Christine King); "A Learning Curve in Change Management" (David Thorley); "Accessibility and Institutional Change" (Richard Taylor); "Using Total Quality Management as a Management Tool in Educational Support Services" (Peter Slee); and "Managing Transformations in University Departments" (Jennifer Tann). Part 3 is titled "Implementing Cross-Institutional Change" and presents: "Using Projects for Dynamic Intervention in the Curriculum of Higher Education" (Freda Tallantyre); "Student Guidance and Support--Changing the Approach" (Geoff Layer); and "Strategic Management of the Further Education Curriculum" (Ian Todd). Part 4, "Opportunities for New Actors in Times of Change," includes "Times of Change or Times of Chance?" (Lesley Cooke) and "Student Unions and Universities in Partnership--The Future of Higher Education?" (Lee Whitehead). An appendix by Rhodri Phillips is also presented, titled "Growth and Diversity: A New Era in Colleges and Universities." (Some papers contain references.) (JDD)

ED 378 918 HE 028 069

Brown, Sally; Race, Phil
Assess Your Own Teaching Quality. Teaching and Learning in Higher Education Series.
PUB DATE- 95
NOTE- 139p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Rating Scales; Check Lists; *Classroom Techniques; Elementary Secondary Education; Evaluation Methods; Faculty Evaluation; Foreign Countries; Higher Education; *Self Evaluation (Individuals); *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- United Kingdom

This self-appraisal device lists more than 500 "affirmations of quality of teaching." It is intended to be used by teachers as a means to reflect on the areas of their work where they are already successful, and to work out an agenda for areas in which they wish to develop professional expertise. The checklist can also be used as a team resource, an informal peer feedback resource, a problem identification resource, a framework for formal appraisal, a "teaching quality assessment" agenda, a discussion starter for staff development, or an instrument in preparing portfolios. The checklist items assess the following teaching areas: (1) teaching and learning in large groups (for example, asking rather than telling and using

published as part of a congress held by Landsorganisationen (LO), the Swedish Trade Union Confederation, in June 1991.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Cooperative Programs; Creative Thinking; Foreign Countries; Knowledge Level; Learning Processes; *Participatory Research; *Problem Solving; *Researchers; Research Methodology; Shared Resources and Services; *Unions
IDENTIFIERS- Equality (Social); *Research Circles; Respect; *Study Groups; Sweden

The research circle is a form of cooperation between trade unions and researchers that is spreading all over Sweden and beyond its national borders. The research circles described in this book were arranged jointly by SKAF (Swedish Municipal Workers' Union) and the Uppsala University Department of Education. A research circle is a study circle in which researchers participate. Another characteristic is that the work focuses on a problem that a union or other practitioners have brought to the circle's attention because it would benefit from a closer examination. The most important resource that can be used systematically in this analysis is the knowledge and experience of the union participants themselves. The participating researcher may also possess important information about the problem under study. Research circles are based on the cooperation of all participants and everyone's knowledge is of equal value and use. The participants have a mutual respect for each other, and there is a willingness on the part of the participants to change something. The research circle liberates people from conventional structures and can be a highly creative environment. The difficulty of this approach is that the work is done slowly as unions and researcher take the time to get to know each other and bridge the gaps between their different outlooks and notions. Research circles reveal a great deal about various educational processes and how they can be related to the conditions under which diverse groups in society operate. (DGM)

ED 378 937 IR 016 932

Telecomputing for Teaching and Learning: Stories of People Using Computer Networking for Learning.
PUB DATE- Nov 94
NOTE- 23p.; These stories were created to accompany the October 18th 1994 GOALS 2000 Satellite Town Meeting, "Learning On-Line: Education and the Information Superhighway."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Computer Networks; Computer Uses in Education; Distance Education; Elementary School Students; Elementary Secondary Education; High School Students; *Information Networks; *Learning; Online Systems; Program Descriptions; *Telecommunications
IDENTIFIERS- Internet; *Telecomputing

Telecomputing means using a computer that is connected to the Internet or an online service. Examples of how some students use this technology are presented. Illinois high school students design their own science experiments. At a middle school in New Jersey, home and school links and small group collaborative learning are enhanced through telecomputing. In Texas, a chemist helps students discover the causes of poor

Girls Like Colors, Boys Like Action? Imagery Preferences and Gender.
PUB DATE- 9 Feb 95
NOTE- 21p.; Paper presented at the National Convention of the Association for Educational Communications and Technology (Anaheim, CA, February 9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acceleration (Education); Aesthetic Education; *Art Education; Design Preferences; Equal Education; Females; Imagery; Individual Needs; *Instructional Design; Males; *Media Selection; *Sex Differences; Teaching Methods
IDENTIFIERS- *Gender Issues; *Visual Preference

Although there are efforts to equalize educational methods and materials, some differences between males and females may be better served by emphasizing rather than neutralizing gender. One such point is in the area of visual imagery. Studies have shown that imagery preferred by males and females differs in certain visual characteristics. The purpose of this paper is to: (1) review characteristics of gender-based imagery preferences of children identified in the literature; (2) relate these characteristics to a taxonomy of aesthetic-developmental stages; and (3) present research guidelines and considerations for selecting images based on imagery preferences and gender-based influences with respect to aesthetic awareness and art experience. Girls tend to prefer colorful, detailed images of people (especially female characters), plants, and animals, and those that are peaceful. Boys prefer images that imply action, suspense, danger, or rescue, and/or that include male characters and vehicles. A child's prior knowledge of art should be considered as a factor in imagery preference because aesthetic development can be accelerated by strong art education programs. When selecting instructional images based on gender, certain artistic factors must be considered: the artistic style of the image; the subject matter; prior experience or exposure to the image; and the cognitive-perceptual abilities of the learner. Further research is also needed to understand the impact of gender-based visual imagery in learning and the appropriateness of catering specifically to gender preferences. (DGM)

ED 378 957 IR 016 975

Yowell, Brenda
The World at Our Fingertips.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Mediated Communication; Computer Uses in Education; *Electronic Mail; *Foreign Countries; High Schools; *Intercultural Communication; Intercultural Programs; *Multicultural Education; Online Searching; *Student Research; Telecommunications
IDENTIFIERS- Intercultural Email Classroom Connections; KIDLINK Project (Electronic Mail); *Pen Pals; Texas Education Network

The goals of this telecommunications project are for students to: (1) gain a better understanding about the world and its people average of about eight per year out of the thousands published for children annually. The working mothers who were depicted were generally shown in a positive manner and were well-adjusted to employment. Children in the stories had positive attitudes about their mothers working, and had good relationships with them. This bibliography annotates 85 realistic books about working mothers; it provides a bibliographic citation, appropriate grade levels, a brief annotation, the mother's occupation, and the type of family configuration. (SLD)

ED 378 978 IR 055 354

Florida Plan for Interlibrary Cooperation Resource Sharing and Network Development.
PUB DATE- Mar 94
NOTE- 51p.; Developed by the Florida Network Planning Task Force and the State Library of Florida.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; *Information Networks; *Library Cooperation; Library Development; *Library Networks; Library Planning; Online Systems; *Shared Library Resources; Standards; State Libraries; *User Needs (Information)
IDENTIFIERS- *Florida; Paradigm Shifts

In Florida, as in the rest of the country, there is a paradigm shift within libraries. Increasingly, the information necessary to respond to user needs is available electronically--sometimes only or most conveniently in electronic form. For librarians to be most effective in the electronic revolution, they need to link their libraries into a network of cooperating entities. This plan proposes a network of electronic and nonelectronic services through its affiliates the Florida Library Network, Florida InterLibrary Loan, and the Florida Library Online Resource Access Network (FLORANET). Goals are defined to facilitate interlibrary cooperation, resource sharing, and network development in Florida. Goals 1 and 2 call for coordinated leadership and continuing education. Goals 3, 4, 5, and 6 look at network development and use specifically, emphasizing the development of FLORANET. Goal 7 advocates reciprocal borrowing, while Goal 8 defines minimal interlibrary cooperation standards. Goal 9 emphasizes preservation and conservation, and Goal 10 suggests increased public awareness about the information society. Ten charts delineate responsibilities for each goal. (SLD)

ED 378 979 IR 055 355

Carnahan, Paul A., Comp.
A Guide to Vermontiana Collections at Academic, Special and Selected Public Libraries.
PUB DATE- 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; *Archives; Higher Education; *Library Collections; Library Materials; Nonprint Media; Public Libraries; Records (Forms); *Research Tools; Special Libraries;

in (cassette books, braille books, and recorded computer disks). There is also an alphabetical title index that lists the page number where each can be found. An order form is provided to obtain copies of indexed books. (MAS)

ED 378 998 IR 055 401

Rubin, Rhea Joyce, Ed.; Suvak, Daniel, Ed.
Libraries Inside: A Practical Guide for Prison Librarians.
PUB DATE- 95
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Adult Literacy; Budgeting; Correctional Institutions; Legal Aid; Librarians; Library Automation; Library Collection Development; Library Facilities; Library Funding; Library Personnel; *Library Planning; *Library Services; Literacy Education; Prisoners; *Prison Libraries; User Needs (Information)

Prison librarians usually work in isolation from other librarians, so getting information and advice about their jobs can be difficult. This book offers a guide to prison librarians, presents new ideas, and raises compelling issues about this field of librarianship. Ten current or former prison librarians cover all aspects of prison libraries and the unique challenges that they face. Topics are: "The Prison Community" (Daniel Suvak); "The Planning Process" (Rhea Joyce Rubin); "The Professional Staff" (Sandra Souza); "The Inmate Staff" (Stephen M. Mallinger); "Collection Development" (Diana Reese); "Services" (Rhea Joyce Rubin and Daniel Suvak); "Programs" (Nancy Pitts); "Literacy" (Ann Piascik); "Budgeting" (Daniel Suvak); "The Facility and Equipment" (Timothy Brown); "Automation" (Vibeke Lehmann); and "Providing Legal Access" (Jay Ihrig). Contributors were selected to represent a cross-section of the states, types of prison, and types of experience. Appendices include a sample collection development policy, request for reconsideration of library materials form, checklist for reconsideration of library materials form, and sample automation needs assessment survey. A 66-item bibliography contains recommended reading for prison librarians. (Contains over 150 references.) (MAS)

ED 378 999 IR 055 402

Sutton, Brett, Ed.
Literary Texts in an Electronic Age: Scholarly Implications and Library Services. Papers presented at the Clinic on Library Applications of Data Processing (Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign, April 10-12, 1994).
PUB DATE- 94
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- Academic Libraries; Access to Information; Authority Control (Information); College Faculty; Computer Mediated Communication; Copyrights; Electronic Publishing; *Electronic Text; Futures (of Society); Higher Education; *Humanities;

unit cost; (5) FY 1994 NIUC in seven instructional categories; (6) FY 1994 expenditures by function, cost category, and instructional support areas; and (7) NIUC per credit hour. The report indicates that the FY 1995 state average NIUC was $136.09, representing an increase of $9.21 (7.3%) from FY 1993. Full instructional unit cost was $142.94, while total institutional unit cost was $155.58. Of the unit cost, $52.60 was direct salary cost, $8.93 was direct department cost, $1.66 was direct equipment cost, $55.95 was allocated indirect cost, $16.44 was operation and maintenance cost, and $.50 was building rental cost. The state average unit costs for support services were $12.19, academic administration and planning cost; $4.82, learning resource cost; $11.75, student services cost; $4.04, administrative data processing cost; $10.03, general administration cost; $.34, auxiliary services cost; and $12.78, general institutional cost. (KP)

ED 379 017 JC 950 092

Holmes, Lois Marie
Recruitment of Traditional Students by Two-Year Colleges.
PUB DATE- May 94
NOTE- 50p.; Master's Thesis, Pittsburg State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; Community Colleges; *Enrollment Management; *Information Dissemination; Mail Surveys; Questionnaires; *School Registration; State Surveys; *Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Kansas; *Oklahoma

A study was conducted to identify and evaluate the kinds of student recruitment procedures currently used by community colleges in Kansas and Oklahoma. After a literature search, an 18-item questionnaire was used to collect data on four recruitment techniques; i.e., on-site high school pre-registration; campus tours; early bird on-campus pre-registration; and recruitment by correspondence. Admissions officers at 38 two-year colleges in Oklahoma and Kansas were surveyed by mail regarding the use and effectiveness of these practices. Study findings, based on an 87% response rate, indicated that the most popular of the four techniques was campus tours, followed by early bird on-campus, pre-registration; high school pre-registration; and mail recruitment. Data from colleges where enrollment increased between 1993 and 1994 indicated that schools with increased enrollment: (1) frequently allowed students to enroll during an initial recruitment session; (2) involved faculty and students in conducting campus tours; (3) usually held "early bird" on-campus pre-registration sessions on weekday evenings; (4) sent follow-up correspondence to students who toured their campuses or listed their institutions on Pell applications, and (5) purchased lists of student names and test scores--67% of those who practiced this technique were successful in recruiting students from the lists. The survey instrument is included. (Author/KP)

ED 379 018 JC 950 094

Payne, William H., Jr.
Employer Survey Results for the PVCC Graduating Class of 1992-93. Research Report Number 1-95.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; *College Planning; Community Colleges; Educational Quality; *Institutional Evaluation; *Self Evaluation (Groups); *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Focus Groups; New Mexico State Univ Grants Branch

The College Assessment and Planning Process (CAPP) at New Mexico State University-Grants(NMSU-G) combines in a 2-year cycle the processes of assessment of student academic achievement, review of program effectiveness, strategic planning, and institutional development. Virtually all faculty and staff are involved in the process, which features individually designed assessment strategies, and program and institutional development throughout the 2-year cycle. Assessment activities are conducted on an ongoing basis. These activities include classroom assessment and classroom research; as well as assessments of instructional programs, instructional support, adult basic education, student services, outreach services, and institutional support. In addition to assessment activities, focus groups provide the means of developing integrated statements of strengths, concerns, and action plans. Focus group activities occur primarily in the second (i.e., fall) semester of the four-semester CAPP sequence, with groups identifying strengths and concerns related to instruction, student services, outreach programs, and institutional support. During alternate spring semesters, the campus director brings together key players from all college functions to conduct focus group institutional planning activities. All college employees and representatives from the community are invited to participate in a retreat where college-level strengths and concerns are identified and an action plan is developed. Implementation of the action plans may require the following 2 years of the sequence. After the institutional action plan has been fully implemented, the Alpha Group conducts a review of the operation of the complete cycle of the CAPP projects. The role of institutional research in the CAPP process is two-fold: completing institution-wide research projects (e.g., student, employee, and community surveys) and coaching and advising employees in various departments as they develop individual assessment projects. (KP)

ED 379 035 JC 950 113

Box, Wilford Winston
Development, Implementation, and Evaluation of a Strategic Plan for Improving Physical Plant Management at Southwest Texas Junior College.
PUB DATE- Aug 94
NOTE- 132p.; Ed.D. Dissertation, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Administration; Community Colleges; *Facility Improvement; *Facility Planning; Needs Assessment; Questionnaires; Safety Education; *School Maintenance; School Surveys; Two Year Colleges
IDENTIFIERS- Southwest Texas Junior College

A study was conducted at Southwest Texas Junior College (STJC) to assess current management practices used by the physical plant maintenance department (PPMD) and to develop a strategic plan for physical plant management. Procedures included an analysis

Vocational Certificate Profile (Postsecondary Adult Vocational Certificates), Fall Term 1993 and State Report Years 1990-91 through 1993-94. Research Report #94-15R.
PUB DATE- Dec 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; Community Colleges; *Educational Certificates; Ethnic Groups; Program Evaluation; *School Demography; Self Evaluation (Groups); *Student Characteristics; Tables (Data); Trade and Industrial Education; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Miami Dade Community College FL

A study was undertaken at Miami-Dade Community College (M-DCC), in Florida, to draw a demographic profile of students in the college's Vocational Certificate (VC) programs. The study examined VC student characteristics as compared to credit students with respect to ethnicity, gender, age, citizenship, residency, native language, and basis of admission for students enrolled for closing fall term 1993 and completions for 1990-91 through 1993-94. Highlighted findings include the following: (1) while proportions of White non-Hispanic credit and non-credit enrollments were similar, Black VC enrollments far exceeded Black credit students (35% to 21%) and Hispanic credit enrollment exceeded Hispanic VC enrollment (57% to 46%); (2) the 40 to 60 ratio of males to females for VC students was similar to the male/female ratio for credit students; (3) 70% of VC students were 26 or older, compared to 38% of credit students; (4) 55% of VC students were U.S. citizens, compared to 61% of credit students; (5) more than 98% of VC students were Dade County residents, compared to 94% for credit students; (6) 50% of both programs' enrollments were native English speakers; (7) in fall 1993, there were 2,656 VC students, 52% of whom had declared a program major; (8) 91% of VC students were high school graduates; and (9) the annual number of completions increased dramatically from 6 in 1990-91 to 262 in 1993-94, although this number is believed to be critically under-reported. (Contains 10 references. Includes data by instructional site and M-DCC-wide.) (MAB)

ED 379 053 JC 950 136

Morris, Cathy
Success of Students Who Needed and Completed College Preparatory Instruction. Research Report #94-19R.
PUB DATE- Nov 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Achievement Rating; Basic Skills; *College Preparation; Community Colleges; Comparative Analysis; Grade Point Average; Longitudinal Studies; *Outcomes of Education; *Remedial Instruction; Success; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Miami Dade Community College FL

A study was undertaken at Miami-Dade Community College (MDCC) to examine 4- and 5-year success rates for students who needed and completed college preparatory instruction (CPI) and compare them to rates for students not requiring such instruction.

*Educational Change; *Educational Objectives; Educational Planning; Elementary Secondary Education; Instructional Innovation; Junior High Schools; Outcomes of Education; Problem Solving; Role of Education; School Role; *Student Evaluation; Teacher Education; Teacher Effectiveness; Teaching Models; *Thinking Skills; *Transfer of Training
IDENTIFIERS- Multiple Intelligences; Paradigm Shifts

Noting that thinking processes cannot be separated from educational content, this two-volume collection aims to define the profound changes in educational thought during the 20th century, as well as to present examples of how these changes are embodied in excellent schools and other learning communities. Volume one is divided in three sections. The first section provides the background for thought-centered schools and probes their potential, examining both barriers to restructuring and major paradigm shifts already occurring in the schools. Section two calls for substantive school renewal and redesign from the inside out, addressing policy formation at the national, community, and school levels. Section three dictates transformational change for schools, that is, curricular reconceptualization that goes beyond the cognitive and into the metacognitive realm, in which the uses, applications and creative transfer of learning become the most significant outcomes. Volume two also presents three sections. The first delineates the theoretical basis for instructional methodologies that highlight cognitive skills and strategies, outlines cognitive strategies to foster thoughtful classrooms, and presents two scenarios depicting future school models. The second section introduces cooperative learning as a means for developing intellectual skills, indicating that problem-solving and critical-thinking skills can be experienced, practiced, analyzed, and applied in collaborative settings. The final section begins with a reassessment of student assessment methods, elaborates on methods and models for assessing, and provides a strategic plan for tracking students' transfer of learning. Each of the 51 articles includes references. (AA)

ED 379 071 PS 022 890

Richards, Regina G.
LEARN: Playful Techniques To Accelerate Learning.
PUB DATE- 93
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Associative Learning; Cognitive Style; Elementary Education; *Learning Processes; *Learning Strategies; *Memory; Metaphors; *Mnemonics; Music; Recall (Psychology); Teaching Methods; Thinking Skills; *Visualization; Visual Learning
IDENTIFIERS- Concentration; Memory Training; Mental Exercises; *Mental Imagery; Relaxation; Self Talk

The methods outlined in this guide offer teachers a variety of ways to stimulate interest, enhance concentration, increase understanding, and improve memory in their students. Chapter 1 discusses the LEARN (Learning Efficiently And Remembering Mnemonics) system, a set of strategies that help students use a variety of processing styles to a greater advantage, and the 4M and VIP system, a set of strategies that incorporate Mnemonics, Metaphors, Mind maps, and Music; and Visual strategies, Imagery, and Positive suggestions. Chapter 2 provides an overview of visualization, its role in learning, and how it is used in these systems. Chapter 3 discusses Memory Foundations values. "Immigrant Women Speak" consists of excerpts from two recent books about Canadian women and what it means to them to be a "hyphenated" Canadian. The importance of the family in preserving and promoting the language (French) and its bearing on the demography of Quebec are explored in "Quebec: The Politics of Survival" (Michel Vastel). In "How Tolerant Are We?" (Darrell Bricker), a pollster examines Canadians' attitudes on a range of issues associated with ethnocultural diversity and views regarding immigration. Also included in this journal issue are short articles about directions and options for redesigning federal programs, a campaign encouraging families to spend time together, and startling facts and statistics on poverty and the mental health of children. (BAC)

ED 379 090 PS 022 974

Young, Noel
Caring for Play: The School and Child Care Connection. A Guide for Elementary School Principals, Child Care Professionals and School Board Officials.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Boards of Education; Child Caregivers; *Day Care Centers; *Elementary School Students; Foreign Countries; Kindergarten Children; Policy Formation; Primary Education; *Program Development; School Administration; *School Age Day Care; *School Community Programs; *School Role
IDENTIFIERS- Canada; Ontario; *School Based Child Care Centers

Recognizing that child care located in the schools has many benefits, this manual was prepared for those planning or implementing school-age child care partnerships for kindergarten and primary grade children. Reporting on programs in the Ontario (Canada) area, the manual notes five issues that are central to developing such a program: (1) cooperation versus integration of care centers; (2) continuity and consistency versus diversity in programming; (3) supervision versus independence of the child; (4) targeting versus universality of eligibility; and (5) flexibility versus stability of service delivery. Section 1 explores how changes in demography are affecting children's out-of-school lives. Section 2 reviews the implications of child care quality on children's learning and development. Section 3 describes the legislative and funding framework that shapes the management of school-child care partnerships. Section 4 discusses how school boards can make policy and program initiatives so as to play a leadership role in responding to changing families and communities. Section 5 analyzes operational issues that school boards and child care managers should consider when implementing a school-based child care strategy. Section 6 summarizes the history of the partnership among schools, child care services, and recreation programs, which predates the 20th century. Section 7 uses a holistic approach to present specific strategies for organizing people, space, and materials. Section 8 presents specific strategies needed to foster effective partnerships in neighborhood schools. Work sheets, sample programs, and lists of resources are included. Contains a 137-

community linkages. A separately published brochure, "Easing the Transition from Preschool to Kindergarten, A Guide for Early Childhood Teachers and Administrators," is attached. (AA)

ED 379 108 PS 023 021

Carter-Golden, Kathryn
Improving Teachers' Understanding and Planning of an Integrated Curriculum with a Staff Development Plan.
PUB DATE- 94
NOTE- 60p.; Ed.D. Practicum I Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Curriculum Problems; Educational Cooperation; Educational Environment; Educational Planning; Elementary Education; *Inservice Teacher Education; *Integrated Curriculum; *Interdisciplinary Approach; *Program Implementation; Teacher Attitudes; Teacher Effectiveness; Teacher Workshops; *Teaching Models; Teaching Styles

A practicum was designed to develop training that would increase teachers' understanding of an integrated curriculum and how to plan for implementation. Subjects were 23 teachers at a K-5 elementary school. Training was developed to provide a common knowledge base of an integrated curriculum, productive collaboration and planning, and understanding of work-behavior styles. The researcher developed and administered pre- and posttests, teacher attitude surveys, and training session evaluations; acted as a resource person for team planning for integrating curriculum; reviewed lesson plans; and made classroom observations of curriculum integration. Analysis of the data showed that teachers who participated in the training had a clear understanding of integrating curriculum and how to plan for integrating curriculum. The posttest results showed mastery of concepts presented in the training, and teacher attitude surveys showed participants felt communication had increased between grade-level team members and between and among grade levels. (A Readiness for Curriculum Integration survey, a curriculum integration assessment questionnaire, and a survey to measure school-wide communication about curriculum are appended. Contains 29 references.) (AA)

ED 379 109 PS 023 026

Theilheimer, Ish, Ed.
Grandparents: Shattering the Stereotype = Grands-parents: detruire les stereotypes.
PUB DATE- Sep 94
NOTE- 41p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- American Indians; Day Care; Divorce; Dual Career Family; Early Childhood Education; Family Attitudes; *Family Life; Foreign Countries; Grandchildren; *Grandparents; National Surveys; *Older Adults; Parent Child Relationship; Poverty; *Stereotypes
IDENTIFIERS- *Canada; Grandparent Grandchild Relationship; *Grandparent Responsibility

This issue of the Canadian journal "Transitions" in both English and French versions, examines the role of grandparents in the recommendations to Congress in reference to federal agencies impacting Indian education and revisions to current legislation. Part 4 reviews Indian Education Act grants issued during 1993 to local education agencies, Bureau of Indian Affairs (BIA) schools, Indian controlled schools, and other programs aimed at improving Indian education. Part 5 provides an overview of BIA education programs including Department of Education programs funded through the BIA, school operations, BIA continuing education programs, tribal priority allocations, area office operations, special programs, and educational facilities construction. Appendices contain fiscal year 1993 program profiles; Office of Indian Education showcase project descriptions; Office of Indian Education funding statistics; Office of the Inspector General, Indian Fellowship Report; federal register notices for fiscal year 1993; fiscal year 1992 NACIE recommendations and Department of Education responses; and fiscal year 1993 NACIE closed-meeting reports. (LP)

ED 379 127   RC 019 958

Civil Rights in Education, Revisiting the Lau Decision. IDRA Focus.
PUB DATE- Jan 95
NOTE- 29p.; Photographs will not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; Civil Rights; Elementary Secondary Education; *Equal Education; Hispanic Americans; Immigrants; *Limited English Speaking; *Minority Groups; Parent Participation; School Desegregation; Student Evaluation; *Student Rights; Test Bias
IDENTIFIERS- *Language Minorities; Lau v Nichols

This newsletter contains seven articles related to the educational rights of culturally diverse language-minority students. "20 Years after Lau: In Pursuit of Equity Not Just a Language Response Program," by Alicia Salinas Sosa, points out that educational responses to Lau vs. Nichols have been minimum-compliance programmatic responses rather than efforts to provide equal education to limited-English-proficient students. "The Fourth Generation of Desegregation and Civil Rights," by Bradley Scott, outlines the focus and desegregation concerns of three generations of school desegregation and identifies emerging concerns for equal education. "Is 'Americanization' Possible? Criticism of Bilingual Education Is Based on Myths and Fears," by Elizabeth Weiser Ramirez and Jennifer Yanez-Pastor, is a response by the Hispanic Education Coalition to an attack on bilingual education. "Parent Involvement and Students' Educational Rights," by Mikki Symonds, examines barriers to parent involvement and strategies to overcome them. "Assessment and Evaluation of Language Minority Pupils: 20 Years since Lau vs. Nichols," by Albert Cortez, traces development and trends toward reform in assessment of student language proficiency and in evaluation of programs serving language minority students. "Technology and Equity: From Oxymoron to Partnership," by Felix Montes, examines ways in which information and educational technologies can advance equity for minority and low-income students. "Bilingual Intelligence Testing," by Jose A. Cardenas, examines problems with assumptions about intelligence testing and with Spanish language intelligence tests. This newsletter also contains reflections of a child advocate, a book review, and a list of concludes with recommendations. (ZWH)

ED 379 145 SE 054 714

Mathematics Feedback 2. 5-14 Links.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Curriculum; *Elementary School Students; Elementary Secondary Education; Foreign Countries; Geometry; *Mathematics Achievement; *Mathematics Curriculum; *Mathematics Instruction; *Mathematics Tests; Measurement; Monetary Systems; Number Systems; Secondary School Curriculum; *Secondary School Students; Statistics
IDENTIFIERS- Scotland

This booklet describes information for teachers based on the findings of the third Assessment of Achievement Programme (AAP), a major research program funded by the Scottish Office Education Department. The AAP contained written tasks used with (n=7,648) pupils at three levels: primary 4 (P4), primary 7 (P7), and secondary 2 (S2). This booklet is organized according to the outcomes and strands of the national curriculum guidelines, Mathematics 5-14: number, money, and measurement; shape, position and movement, and information handling. Each section contains results and teaching issues related to the topic of the section, and a summary of these issues is included at the end of the document. Results include: P7 and S2 pupils were not as accurate in applications involving weight and volume as they were in working with money; S2 students had difficulties working with negative numbers; S2 students did not fully understand the relations between fractions, decimals, and percentages. Teaching and learning issues include: (1) Are a variety of methods used?; (2) What facts must be known before learning new topics?; (3) Is flexibility in methods of calculation encouraged?; (4) Can calculators be used as aids to learning; and (5) How can computers enhance the learning process? (MKR)

ED 379 146 SE 055 115

Watterson, Tricia
Going for a Lasting Inservice Effect.
PUB DATE- Sep 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; *Communication (Thought Transfer); *Educational Change; Elementary Education; Foreign Countries; Inquiry; *Inservice Teacher Education; *Mathematics Instruction; Observation; Problem Solving; Professional Development; Questionnaires; *Teaching Methods
IDENTIFIERS- Mathematics Education Research; *Reform Efforts; Scotland

This report describes an experiment to provide an inservice program involving problem solving and inquiry, in line with the new Scottish National Guidelines in mathematics, that would have a lasting effect on teachers. The program featured two stages: (1) In the first year teachers were involved in a pair of workshops, were visited at their individual schools by the

This document consists of a study unit and an accompanying teacher's guide prepared to assist teachers and community groups in discussing some of the legal and constitutional issues raised by the verdict in the Rodney King beating case. The study unit's first section, "Trial and Verdict," examines such issues as the public perceptions of the state criminal trial, the prosecution's burden of proof, the use of reasonable force, and the verdict in the case. Section 2, "Aftermath," explores aspects of the incident including the second, federal trial of the defendants, the concept of double jeopardy, and the role of plea bargaining. Student activities underscore many of the principles and ideas that the King beating and trials raise. Activities include questions for discussion, role playing scenarios, and policy analyses. The document concludes with a bibliography of sources, including governmental records, newspapers, periodicals, media resources, curriculum resources, and other items relevant to the Rodney King incident and the issues that it raises. In the teacher's guide the major instructional techniques utilized in the materials included: (1) reading and directed discussion, (2) video presentation and directed discussion, (3) interactive activities, (4) policy questions, and (5) taking action. The guide contains different options for the instructor, a guide for identifying and preparing resource volunteers, and a list of sources. (DK)

ED 379 167 SO 023 770

Dorman, William A.
Beyond Reason: The Media, Politics, and Public Discourse. Draft.
PUB DATE- 11 Aug 92
NOTE- 10p.; Paper presented at the Annual International Conference for Critical Thinking and Moral Critique (12th, Rohnert Park, CA, August 11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Broadcast Journalism; *Critical Thinking; *Current Events; Higher Education; *Mass Media Role; *News Media; Political Science; *Popular Culture; Public Opinion
IDENTIFIERS- *Topic Selection

The media have a lot to do with how people think and what people think about. The line between popular culture and news has virtually disappeared, giving rise to what some have labeled "infotainment." At the same time, "fake news" in the form of publicity that promoters provide to media outlets under the guise of legitimate news stories has become more common. If the media immerse people in a sea of images and sensation, can critical thinking survive? In the contemporary culture, the media present information as if everything has equal significance. Furthermore, news outlets present information in disjointed, seemingly unrelated bits. The framing of the news, the context in which the news appears, also bears examination. For instance, news reports tend to present stories about poverty as stories about individuals. The result is that citizens blame individuals for poverty, rather than blaming the system. A final problem involves emphasis. News reports tend to focus on violence, which tends to increase disproportionately public fear of violence. Teachers can promote students' critical thinking by challenging media assumptions, and by demonstrating how the media can trivialize public policy issues. Under these circumstances, American society should be more modest than to assume that the United States is the best informed and, therefore, the most democratic country in the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Active Learning; Higher Education; Instructional Materials; Learning Activities; *Learning Strategies; *Psychology; Scholarly Journals; *Teaching Methods

This bibliography was designed to assist psychology instructors in incorporating active learning strategies into their courses. The document contains articles that describe specific techniques that should help students to become more involved in learning about psychology than traditional lecture methods allow. The bibliography was prepared by reviewing articles published in "Teaching of Psychology" between 1978 and 1992. Articles are organized into categories according to the type of active learning technique described. The first category, case methods, includes 11 articles. The second category, computers, has 24 entries. The third and largest category, demonstrations and class activities, consists of 104 entries. The fourth category, discussions and debates, includes 15 articles. The fifth category, fieldwork, includes 17 entries. The sixth category, films, videos, slides, and music, has 19 articles. The seventh category is games and contains 10 articles. The eighth category is interviews, with 2 entries. The ninth category, laboratory exercises, has 33 items. The tenth category is labeled miscellaneous and has 15 articles. The eleventh category, projects, has 42 items. The twelfth category, role play, has 12 articles. The thirteenth category is tests and has 13 articles. The fourteenth and final category, writing, includes 38 entries. (DK)

ED 379 188 SO 024 431

Cohen, Erik H.
Education and Socio-Economic Achievements: Towards an International Survey of Educational Systems.
SPONS. AGENCY- Foundations of the Milken Families, Jerusalem (Israel).; Jerusalem Center for Public Affairs, Inc. (Israel).
PUB DATE- Oct 91
NOTE- 98p.; Some pages may not reproduce clearly. For related items, see SO 024 433, SO 024 439 and ED 378 092-093.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Comparative Education; *Educational Policy; Educational Research; *Educational Trends; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Socioeconomic Influences
IDENTIFIERS- Israel

This paper represents the initial stage of a project established to describe and understand the rationale and processes of certain educational systems in Israel and other countries, and to spread the acquired knowledge as a useful practical contribution. The problem in the study is to understand the conditions prevailing and the methods to be used in attempting to raise the educational level of those countries. The project faced certain obstacles, firstly, in its theoretical basis, since the general topic of comparative education has not yet acquired a full conceptual and methodological outline, and secondly, in implementation, since the governments of the countries surveyed are the potentially interested parties. Particular attention must therefore be paid to the political dimension of the research and advisory activities. The purpose of this initial stage has been to answer two preliminary questions: (1) What are the criteria which will enable one to locate the countries with the highest rate of success in decision. The disposition and rationale are both critical elements of the Court's decision. In providing reasons for its decision, the Court may offer constitutional interpretations that have a significant impact on U.S. law and society. In cases where some justices do not agree completely with the Court's decision, they may write or join concurring and dissenting opinions. In "concurring" opinions, justices agree with the majority regarding the outcome of the case, but disagree in some way with the reasons that support the outcome. In "dissenting" opinions, justices disagree with the outcome of the case and present rationales for their views. Justices offer reasons for their decisions based on their understanding of law, history, and policy. Unlike the Court's majority opinions, dissents have no legal force. They can, however, encourage federal legislation to reverse or limit the Court's decision. They may influence the Court in future decisions. This ERIC digest focuses on four exceptional cases, in which dissents have attained landmark status in U.S. legal history in that they influenced subsequent reversals by the Court or have come to articulate revised opinions of the Court. (Author/DK)

ED 379 206   SO 024 783

Update on Law-Related Education, 1977-1992.
PUB DATE- 92
NOTE- 2,845p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF26/PC114 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Athletics; *Citizenship Education; Civil Rights; Constitutional History; Constitutional Law; Correctional Institutions; Democracy; Discipline; Elementary Secondary Education; Instructional Materials; International Law; *Law Related Education; Social Discrimination; Social Studies; Teaching Methods

This document consists of the first 16 volumes (47 issues) of a serial devoted to law-related education (LRE) that offers background information on a wide range of legal issues as well as teaching strategies for LRE. Issues of the magazine focus on the law as it affects schools and young people, with articles on school discipline, juvenile justice, the legal rights of students, youth at risk, and drugs in the schools. Many themes in constitutional law with special emphasis on the First and Fourth Amendments, the Civil Rights Amendments, the separation of powers, the constitutional framework for declaring war, and the Rehnquist Court are featured. Some issues take a global perspective with articles on law in world cultures and international law. Special areas of the law including intellectual property, family law, privacy rights, and corrections are outlined in other issues. The material covers themes as they relate to the law such as sports, religion, discrimination, justice, ethics, and democracy. Each issue proposes teaching methods that involve class discussions, collaborative learning, mock trials, map exercises, and resource people. Many of the lesson plans include student handouts such as background sheets, cartoons, puzzles, and worksheets. (JD)

ED 379 207   SP 035 596

civics education and its aims. The fifth section discusses the content of civics education in terms of basic knowledge, skills, and values. Section 6 looks at means and methods, especially media education. Section 7 explores methods of evaluation and testing and the points of discussion and disagreement that surrounded this issue. Section 8 discusses the teacher's role, and Section 9 describes the sometimes heated debates on intercultural and European dimensions of civics education. The final section covers some problems for civics education in Central and Eastern Europe in the aftermath of totalitarian governments and the establishment of democracies. Four appendixes contain the workshop's introductory speech by Emil Paun, Ministry of Education; workshop reports; the seminar program; and a list of participants. (JB)

ED 379 224   SP 035 725

Professional Development for Educators: A Priority for Reaching High Standards.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College School Cooperation; *Educational Change; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Financial Support; Higher Education; *Inservice Teacher Education; Policy Formation; Program Design; *Public Policy; Secondary School Teachers; State Programs; *Teacher Improvement
IDENTIFIERS- *Goals 2000; *National Education Goals 1990; Reform Efforts

The National Education Goals were adopted by the nation's governors in 1990. The March 1994 enactment of the "Goals 2000: Educate America Act" made the National Education Goals federal policy and the guiding principles for a fundamental restructuring of the public education system. These goals have created a climate of education reform that demands improved professional development for educators in elementary and secondary education. Ongoing professional development aligned with changes in curriculum, instruction, and assessment is emerging as an important component of national reform efforts. However, professional development has been given relatively short shrift by state and local education reformers. Teachers must have time, encouragement, and opportunity to rethink teaching strategies, to learn new subject matter, and to stay current on the latest research in their field. New approaches should link professional development programs to state reforms, fulfill teachers' need and desire to grow professionally, be an ongoing and integral part of school operations, help educators overcome isolation, and be designed at the school building or district level. States that want to assess current policies and programs should examine legal and professional definitions of professional development, funding, links with visions for systemic reform, incentives, sponsorship and service providers, research on effects, planning and coordination, and professional development "good practice." Persistent questions and issues include finding time and funding, building public support, the role of state education agencies and other organizations, the role of higher education, addressing the needs of children, and the role of technology. (JB) another needs assessment to determine general nutrition knowledge of fifth graders and to assess their current nutritional status. Goals for nutrition education in Kansas include: (1) increase the number of schools that provide nutrition education as part of health education, a part of interdisciplinary nutrition education curriculum, or through other means to children and parents; (2) increase the proportion of child care and Summer Food Service Program facilities that provide nutrition information/education; (3) increase food service personnel who have received nutrition information/training; (4) increase the proportion of school lunch, breakfast, child care, and summer food service menus that are consistent with nutrition principles; (5) and establish partnerships with other groups interested in child nutrition. This plan outlines the objectives, major activities, time schedules, costs, and evaluation criteria to be used in attaining the goals. Program budget information and program activities completed or proposed for fiscal year 1990 through 1995 are presented. (JDD)

ED 379 243 SP 035 751

Netzer, Dick; Parker, Ellen
Dancemakers.
PUB DATE- Oct 93
NOTE- 99p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Dance; *Dance Education; *Education Work Relationship; Employment Statistics; *Financial Problems; Financial Support; Higher Education; Income; Occupational Surveys; Salaries; Sex Differences; *Theater Arts; Urban Areas; *Work Environment
IDENTIFIERS- California (San Francisco); *Choreographers; District of Columbia; Illinois (Chicago); New York (New York)

A study of the general working conditions, financial status, performance opportunities, funding, and work practices of choreographers in New York City, Chicago (Illinois), San Francisco (California), and Washington, D.C. was conducted in order to develop benchmark statistics. These statistics focus on the national choreographer population and document the difficulties under which these artists work. Completed mail questionnaires from more than 500 choreographers and telephone interviews with over 200 more provided the primary data. Study findings revealed a disparity between choreographers' high educational attainments and their low income levels. The survey also found that choreographers' income was 34 percent below the median for women professionals in 1989 (about 73 percent of respondents were women). Average income from choreography for men was twice that for women: the gender differential was 48 percent. Other findings included the following: (1) 81 percent turned to choreography from careers as dancers; (2) 55 percent described their work as experimental/modern; (3) about 1,800 works had been composed by [illegible]79 respondents of which 28 percent were solos; (4) 397 reported problems finding rehearsal space; and (5) respondents identified 4 major problems: documentation of work, finding dancers, management, and personal and career advancement issues. Appendixes contain information on participants and authors and a copy of the survey. (JB)

ED 379 244 SP 035 752

PUB DATE- 89
NOTE- 156p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Otomi
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- ure point for detailed study. E
the phonology, morphophonemics, grammar, and vocabulary of the
,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages;
American Indians; Cultural Background; Cultural Traits;
Descriptive Linguistics; Foreign Countries; *Grammar;
*Indigenous Populations; Language Research; Language Typology;
*Morphophonemics; *Phonology; Questionnaires; Spanish;
Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mexico; *Otomi

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Otomi, an indigenous language of Mexico spoken in San Andres Cuexcontitlan, in the state of Mexico. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 800   FL 022 567

Freeze, Ray A.
Mayo de Los Capomos, Sinaloa (Mayo of Los Capomos, Sinaloa).
PUB DATE- 89
NOTE- 166p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Mayo
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- departure point for detailed s
with the phonology, morphophonemics, gramm,Reports -
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages;
American Indians; Cultural Background; Cultural Traits;
Descriptive Linguistics; Foreign Countries; *Grammar;
*Indigenous Populations; Language Research; Language Typology;
*Morphophonemics; *Phonology; Questionnaires; Spanish;
Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mayo; *Mexico

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Mayo, an indigenous language of Mexico spoken in Los Capomos, in the state of Sinaloa. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is

IDENTIFIERS- Diversity (Student)

The illustrated guide provides vocabulary for common classroom terminology in 15 languages: Arabic; Bengali; Chinese; Farsi; Haitian-Creole; Hindi; Italian; Korean; Polish; Russian; Serbo-Croatian; Spanish; Tagalog; Urdu; and Vietnamese. The languages are those most commonly spoken by immigrants to the United States. For each language there are four pages of illustrations labeled in the language (using alphabets and authentic alphabets, characters, and symbols), phonetically, and in English. All of the words and phrases and some additional ones are presented again in lists, organized by category, that follow the illustrated section. The illustrations are designed so that children can scan them to find the term(s) they wish to convey. The vocabulary refers to the classroom environment, teacher-child and peer interactions, body parts, playground activities, and parents and administrators. Some classroom uses for the materials are suggested. (MSE)

ED 378 821 FL 022 736

O Riagain, Padraig; O Gliasain, Micheal
The Irish Language in the Republic of Ireland 1983: Preliminary Report of a National Survey.
PUB DATE- 84
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Foreign Countries; *Irish; *Language Attitudes; *Language Planning; Language Proficiency; *Language Role; Language Usage; National Surveys; Postsecondary Education; *Public Policy; Uncommonly Taught Languages
IDENTIFIERS- *Ireland

A national survey conducted in November-December 1983, similar to one in 1973, investigated attitudes toward, competence in, and use of Irish among adults in Ireland. Of the 1,131 individuals interviewed, all aged 18 or over, about 420 were under age 30. The report summarizes preliminary results. The first section reports general attitudes toward Irish as an ethnic symbol, Irish usage and instruction in the schools, use of Irish in interpersonal interactions, attitudes toward the Gaeltacht (areas in Ireland where Irish is the primary language), and beliefs about the viability of the language and its relevance in modern life. In the second section, respondents' evaluations of their own ability to speak Irish, and that of other family members, are summarized. The third section presents data on respondents' use of Irish in conversation, in writing, at home, at work, and in watching television. Section four reports on attitudes toward Irish language policies, including anticipated feelings if Gaeltacht disappears, priorities for Irish language policy, the school program preferred for most children, support for Irish entrance requirements for postsecondary education, and views of policies concerning Irish in the media, public administration, and support for voluntary language groups. The final section presents statements from the 1973 survey, followed by a summary of findings of the 1983 survey. (MSE)

ED 378 822 FL 022 737

Mac Aogain, Eoghan
Teaching Irish in the Schools: Towards a Language Policy for 1992. Occasional Paper Number 7.
PUB DATE- 90

Both groups appeared affected by the complimenter's social status; more compliments were accepted from a high-status complimenter, more were rejected from an equal-status complimenter. This pattern was more pronounced among Thais. The study also revealed difficulty in assigning all responses to rigid categories because a number of them could perform multiple functions. It is proposed that there is a continuum of compliment responses in which responses have different degrees of agreement and self-praise avoidance. Contains 24 references. (MSE)

ED 378 841 FL 022 784

Chatham, James R.; Scales, Sara M.
Western European Dissertations on the Hispanic and Luso-Brazilian Languages and Literatures: A Retrospective Index.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 84
NOTE- 159p.; Contains very small print throughout.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Doctoral Dissertations; Foreign Countries; *Language Research; *Literature; *Luso Brazilian Culture; Portuguese; Research Reports; *Spanish; Uncommonly Taught Languages

This bibliography presents a retrospective index of 6,050 doctoral dissertations, accepted by Western European universities, on Hispanic and Luso-Brazilian languages and literatures, part of a larger, world study of that field. The bibliography's scope is limited to doctoral dissertations on the Romance languages and dialects of Portugal, Spain, and Ibero-America and on the literatures written in these languages. Also included are dissertations on the relationships between these literatures and those of other nations, and on literary portrayals of Hispanic or Luso-Brazilian countries, customs, or people in other literatures. Some works on the literatures and cultures of Iberian and Ibero-American ethnic minorities, studies of bilingualism and pedagogy involving the languages, aspects of language teaching and learning, historical documents, library collections and archives, and political and cultural institutions are included when felt to be relevant. An introductory section discusses inclusion criteria, information on organization, and acknowledgements. A list of academic institutions, with addresses, and a list of published sources consulted follow. The main section consists of a listing, alphabetical by author, of the dissertations and a subject index. (MSE)

ED 378 842 FL 800 848

Mansoor, Inaam
The Use of Technology in Adult ESL Programs: Current Practice--Future Promise.
PUB DATE- Oct 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Learning; Classroom Techniques; Computer Assisted Instruction; Computer Software; Delivery Systems; *Educational Policy; *Educational Strategies;

including contracts, personnel decisions, and academic freedom. Section 4 concerns student related issues and covers legal status, student discipline, housing, and security. Section 5 examines institutional relations with the regulatory authority of local government entities as well as state and federal governments. Section 6 concludes by discussing some difficulties in interpreting court decisions and administrative rules and regulations and their implications for physical plant administrators. (Contains 14 references.) (JB)

ED 378 860 HE 028 007

Casey, John M.
Facilities Management in Higher Education: Doing More with Less.
PUB DATE- 14 May 94
NOTE- 16p.; Paper presented at Invitational Conference Commemorating the 30th Anniversary of the Institute of Higher Education, the University of Georgia (Athens, GA, May 13-14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Capital; Capital Outlay (for Fixed Assets); *College Administration; *College Buildings; *Educational Facilities; Educational Finance; Enrollment Trends; Facility Improvement; Facility Inventory; Facility Requirements; Facility Utilization Research; Financial Exigency; Financial Problems; *Higher Education; Life Cycle Costing; *Retrenchment; Space Utilization; Statistical Analysis; Trend Analysis
IDENTIFIERS- Building Maintenance; Facilities Audits; Facility Evaluation; National Center for Education Statistics

This analysis looked at higher education facilities management that, despite exponential growth in responsibilities since the 1960s, has seen reduced resources for operations and maintenance. By extrapolating 1988 data from the National Center for Education Statistics, the review estimated that there are now 3.4 billion square feet of higher education facilities in the United States. Five tables show U.S. and campus populations, number of higher education institutions, number and square footage of higher education buildings, book value of physical plant buildings, and higher education expenditures for operation of physical plants. The data show that the scope of the typical physical plant department has increased significantly to include, such activities as round-the-clock operation of research buildings with complicated supporting services. The typical building is a mixture of air conditioned spaces featuring electronically-ballasted lighting fixtures serving complicated animal care facilities, computer-based instructional rooms, on-line libraries, or recombinant gene research laboratories, all linked by fiber optic cable to the rest of the campus and the world. At the same time, recent decades have seen a large expansion in campus populations. However, when adjusted for 1990 dollars, expenditures for physical plant departments per campus occupant have changed very little in the past three decades. (Contains 14 references.) (JB)

ED 378 861 HE 028 008

Casey, John M.
A Survey of Facilities Associations.
PUB DATE- 3 Jun 93

law; mathematics, statistics, and operations research; medicine and human biology; paramedical; physical education, parks, recreation, and tourism; physical sciences; social sciences; technology; theology and divinity; and veterinary science. (MDM)

ED 378 881 HE 028 030

Hitchings, Patricia Burns
Development of a Communication Structure for School/University Collaboration: The COAR Model.
PUB DATE- 94
NOTE- 126p.; Ph.D. Dissertation, University of Pittsburgh.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; College Libraries; *Communication Problems; Communication Research; *Communications; Communication Skills; *Consortia; *Educational Change; Higher Education; Library Cooperation; Questionnaires; School Libraries; Secondary Education
IDENTIFIERS- Communication Patterns; *Communication Strategies

This case study of the early development of a communication structure tested strategies designed to confront traditional barriers to school-university collaboration. It examined the development of CDNET, a consortium of 35 libraries of multitype educational institutions in northwest Pennsylvania which is providing CD-ROM access to library patrons. Identified barriers included lack of research, resistance to change, conflict among partners, and lack of communication. Strategies implemented to overcome these barriers were openness, awareness, and responsiveness. The resulting communication model is identified as the Collaborative Openness, Awareness, and Responsiveness (COAR) Model. Data were gathered during the 2-year planning and implementation stage of CDNET by analyzing the partnership's communication documents and efforts and by conducting three sets of interviews with decision-makers and implementors. The results of the study established a strong consensus of primary motivations between school and university personnel. The common thread of the motivations given seemed to be the use of technology and networks to provide faculty with greater accessibility to information. Findings on perceived obstacles showed less consensus and identified a greater number of items. Five appendixes provide copies of interview questions, as well as lists of motivations and obstacles discovered. (Contains 45 references.) (MDM)

ED 378 882 HE 028 031

Mauch, James E., Ed.; Sabloff, Paula L. W., Ed.
Reform and Change in Higher Education: International Perspectives.
PUB DATE- 95
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Educational Change; Equal Education; Foreign Countries; *Government Role; *Government School Relationship; *Higher Education; Institutional Autonomy; *Political Influences; Private Colleges; Public Policy; Social Action; State Universities
IDENTIFIERS- Australia; Czech Republic; East Germany; Hungary; Israel; Poland; Slovakia; South Korea; United Kingdom; United States

Grade Point Average; Higher Education; *Law Schools; Law Students; Lawyers; *Legal Education (Professions); *Minority Groups; Paying for College; Scores; Student Financial Aid; Undergraduate Study
IDENTIFIERS- Law School Admission Test

This is a guide for minority group members who are considering entering law school and offers suggestions for success in the application process, in law school itself, and in choosing a career path. The first chapters guide the reader in self-assessment. Chapter 1 poses challenging questions about reasons for considering law school and chances for acceptance. Chapters 2 and 3 discuss the significance of achievement test scores and undergraduate transcripts. Chapter 4 encourages the reader to see him/herself as a valuable candidate for law school. Chapter 5 explores financial options including financial aid sources, and where to seek further information. The second section concentrates on exploration of law schools. Chapter 6 looks at how to gather information and how to assess the schools that best match particular needs and interests. Chapter 7 answers questions about sending out applications. Chapter 8 offers additional detail about communicating with the admission office especially ways to demonstrate accomplishments in college and professional life. Chapter 9 describes what happens in the admission office after the application arrives. Chapter 10 discusses what to do, and what to think about when a response arrives. Profiles of practicing minority group lawyers are interspersed throughout the volume. Appendixes contain decision profiles, sources of information on financial aid, suggested readings, and information on differences between law schools approved and not approved by the American Bar Association. (JB)

ED 378 901   HE 028 052

Feldman, Kenneth A., Ed.; Paulsen, Michael B., Ed.
Teaching and Learning in the College Classroom. ASHE Reader Series.
PUB DATE- 94
NOTE- 704p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; Cognitive Style; College Faculty; *College Instruction; Educational History; Higher Education; *Instructional Effectiveness; Interaction; Learning; Multicultural Education; Outcomes of Education; Sex Differences; Student Behavior; Teacher Behavior; Teacher Effectiveness; Teacher Expectations of Students; Teacher Improvement; Teacher Student Relationship; Teaching Methods; Teaching Skills; Undergraduate Study
IDENTIFIERS- Diversity (Student)

This volume presents 41 papers on teaching and learning in the college classroom. Papers include empirical studies as well as papers offering philosophical views and informed speculations. Both quantitative and qualitative research are included; and many different research and theoretical perspectives are represented -- educationist, feminist, humanistic, psychological, sociological, anthropological, and more. Articles vary from research reports to literature reviews to essays to practitioner-oriented articles. The reader is divided into six major sub-areas. Part 1 establishes historical perspective on the nature and practices of college teaching and learning as well as the historical background of research conducted in this field. Part 2, in examining learning theory and related research as it applies to post secondary settings, overhead projectors); (2) designing and using resources for teaching and learning (such as assembling study guides and using multimedia); (3) independent study tasks, feedback, groupwork, and assessment; (4) helping learners individually (such as negotiating learning agreements and supervising projects); and (5) personal and professional qualities and skills (such as mentoring new colleagues, team teaching, and planning for future development). An appendix documents how the checklist links to the teacher accreditation qualification scheme operated by the Staff and Educational Development Association in the United Kingdom. (Contains 24 references.) (JDD)

ED 378 919 HE 028 070

Daniel, John, Ed.; And Others
Academic Freedom 3: Education and Human Rights.
PUB DATE- 95
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Freedom; Access to Education; *Area Studies; *Civil Liberties; Civil Rights; Developing Nations; Foreign Countries; Freedom of Speech; Higher Education; Intellectual Freedom; Refugees; Self Expression; *Student Rights
IDENTIFIERS- Africa; Burma; China; China (Tibet); Europe (West); Haiti; Iran; Kosovo; Malawi; Palestine; Peru; South Africa; Sri Lanka; Sudan; United States

This collection of reports gives a picture of educational systems from a human rights perspective, monitoring academic freedom in the context of freedom of thought and freedom of opinion and expression. The World University Service's Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education of 1988 is used as the guiding principle for activities that promote and monitor academic freedom. The collection of reports begins with "Monitoring the Right to Education: Reporting to UN Treaty Bodies" by Audrey R. Chapman. Following this introductory paper are four papers on Africa, including "Historical Notes on Academic Freedom in Africa" (Mahmood Mamdani) followed by area studies of Malawi (Richard Carver), South Africa (Teboho Moja and Nico Cloete), and Sudan (Abdelhadi Al-Zubeir Hamad). Part 2, "Asia and the Middle East," includes papers on China (Fang Lizhi), Burma (Myanmar) (Martin Smith), Sri Lanka (Swarna Jayaweera), Tibet (John Billington), Iran (Shahrzad Mojab), and Palestine (Penny Johnson and Emma Naughton). The third part, on Europe and North America, offers: "Access to Education for Refugees and Asylum Seekers in the Countries of Western Europe" and includes studies of Kosova (Peter Gstettner) and the United States (James North). In part 4, "Latin America and the Caribbean," papers on Haiti (Roody Edme) and Peru (Sinesio Lopez Jimenez) are presented. Two appendixes provide the text of the Lima Declaration on Academic Freedom and Institutions of Higher Education and the Kampala Declaration on Intellectual Freedom and Social Responsibility. (Each paper contains references.) (JDD)

ED 378 920 HE 028 093

Undergraduate Education: Assessing College Student Achievement. Item #6.
PUB DATE- 7 Mar 95
NOTE- 21p.

quality air in their middle school. Foreign language students Pennsylvania write messages in Spanish, French, and German for students in other countries. Blind students in Florida explore information resources and communicate with others in the community through a local bulletin board. Maryland students at a technical high school use the Sailor network to access statistics from the U.S. Department of Commerce to create career plans. Each project description includes contact information. The document also contains directions to the U.S. Department of Education Online Library. (SLD)

ED 378 938 IR 016 933

Research Priorities in Networking and Communications.
PUB DATE- 94
NOTE- 51p.; Report by members of a workshop sponsored by the Networking and Communications Research Program of the National Science Foundation (Arlington, VA, May 12-14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Agenda Setting; *Computer Networks; *Information Networks; Information Theory; Needs Assessment; *Program Development; *Research Needs; Systems Development; *Telecommunications; Workshops
IDENTIFIERS- *National Science Foundation

A workshop focused on major research issues in networking and communications. This report defines the context for research priorities and initiatives and deals with issues in networking and communications. Fifteen major research priorities and four research specific initiatives were identified by participants as areas that should be pursued over the next several years. Priorities identified for basic research are: (1) coding and coded modulation; (2) information theory; (3) communications signal processing; (4) protocol theory, design, and engineering; (5) dynamic network control; (6) internetworking; (7) optical networks; (8) security; (9) reliable networks; (10) switching networks; (11) wireless networks and access; (12) data storage systems; (13) video, speech, image, and data compression; (14) mobile and nomadic computing; and (15) satellite systems. (SLD)

ED 378 939 IR 016 934

Liu, Lewis-Guodo
Computer Education in Developing Countries: Analysis and an Annotated Bibliography.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annotated Bibliographies; Computer Literacy; *Computer Science Education; Computer Uses in Education; Databases; *Developing Nations; Elementary Secondary Education; Foreign Countries; *Information Science; Needs Assessment; Postsecondary Education; *Research Needs; *Social Development; *Technical Education

Computer education in developing nations has been proceeding quietly and on a limited scale, but it has been progressing. An overview of computer education in developing nations is presented, and an annotated bibliography is offered to inform researchers that computer education as it relates to a by communication with other students from other countries; (2) learn to use telecommunications for electronic mail and online research; (3) use higher-level thinking skills in preparing research papers and presentations; and (4) learn the importance of teamwork in accomplishing a task. The project involved teachers sending a message to the listserv KIDLINK which asked other countries to participate in a "key-pals" program. Participating countries included: South Africa; Norway; Finland; Denmark; Peru; Russia; Estonia; Chile; Mexico; England; Iceland; Germany; and Canada. Groups of students selected a participating country, composed messages off-line and then uploaded their messages to their foreign computer friends using the Texas Education Network (TENET). They used the communications as part of their research into that particular country. Highlights include the guidelines used for conducting this project; guidelines for establishing effective electronic communication; information on designing online projects; how to join the KIDLINK and Intercultural E-mail Classroom Connections (IECC) listservs; examples of actual electronic intercultural communications; a copy of the student message log; and recommended questions to ask computer pals. (MAS)

ED 378 958 IR 016 976

Yowell, Brenda; And Others
Project Linking: The Russia--US Connection. Detective Portfolio: Who Is My Keypal?
PUB DATE- 95
NOTE- 30p.; A Fullbright-Hayes Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Mediated Communication; Computer Uses in Education; *Electronic Mail; *Foreign Countries; High Schools; *Intercultural Communication; Intercultural Programs; *Multicultural Education; Online Searching; *Student Research; Telecommunications
IDENTIFIERS- *Pen Pals; Project Linking (Electronic Mail); Russia; United States

With an emphasis on social and teen issues, the objectives for this project for students in grades 7-12 are for students: (1) to "meet" and learn from students who live in another country; (2) to be able to understand similarities and differences between themselves and their keypals (named so because a keyboard is used instead of a pen); (3) to be encouraged to develop a desire to travel and learn about the world and its people; and (4) to learn to use telecommunications and understand the advantages of using e-mail. A project which linked schools in the United States and Moscow, Russia is used as the example. In 13 lessons, students are introduced to the targeted foreign country; taught basic word processing and telecommunications terms and skills; given the opportunity to share and discuss information learned from repeated communication with keypals; instructed to prepare posters representing keypal's personality, daily life, and country; and asked to evaluate Project Linking. Included are suggested questions to ask a keypal, a glossary of telecommunications terms, guidelines for effective electronic communication, and a list of participating schools. (MAS)

ED 378 959 IR 017 022

*Student Research
IDENTIFIERS- *Vermont

This guide was developed to help students and researchers conducting undergraduate-level research find collections of Vermont materials throughout the state. It is not a catalog of specific titles or archival collections, nor is it comprehensive. Information about 38 libraries, all of the academic libraries in the state, some of the larger public libraries, and most of the special libraries and repositories devoted to Vermont collections, is listed. Each entry contains general library information such as name, address, phone number, hours open, and availability of photocopying and interlibrary loan service. The entries all offer a general description of the Vermont collections and, depending on what is available at a particular library, numbers of books, newspapers, serials/periodicals, documents, pamphlets, maps/atlases, broadsides, manuscripts, photographs/pictures, prints/drawings, film/video, music, oral histories, vertical files, data files, and other Vermont collections. Advice is given to researchers on other access points and sources of archival collections. (MAS)

ED 378 980 IR 055 356

Keith, Diana J., Comp.
Curriculum Materials for Use with Adult Groups: A Bibliography of Government Documents.
PUB DATE- Feb 89
NOTE- 31p.; For curriculum materials for Grades K-12, see IR 055 357.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; Adults; Bilingual Education; Career Education; *Curriculum; Drinking; Drug Abuse; Elementary Secondary Education; Evaluation Methods; *Government Publications; Guides; Health Education; *Instructional Materials; Nonprint Media; Nursing; Occupational Safety and Health; Parenting Skills; *Resource Materials; Safety Education; Science Education; Second Language Instruction; Sex Education; Social Services; Special Education; *Vocational Education
IDENTIFIERS- Nebraska; *University of Nebraska

The Government Documents Collection of the Calvin T. Ryan Library of the University of Nebraska at Kearney contains a broad range of information on a variety of topics, including curriculum guides and materials. This bibliography gathers government documents of special interest to education students, practicing teachers, and teachers of adult students. Most documents listed are federal, but some Nebraska state documents are annotated. Curriculum guides and supplements, print and nonprint materials, bibliographies, evaluation materials and standards, project examples, and study guides, workbooks, and activity books are included in the following categories: (1) alcohol and drug abuse; (2) career and vocational education; (3) emergency services, traffic safety, and law enforcement; (4) family life and parenting; (5) foreign languages; (6) health, fitness, and nutrition; (7) miscellaneous topics/general; (8) nursing; (9) occupational safety and health; (10) home, school, and automotive safety; (11) social services; and (12) special education. The 165 titles are also indexed by subject. (SLD)

ED 378 981 IR 055 357

Information Storage; Information Technology; *Library Role; Publishing Industry; *Scholarship; Standards; *Technological Advancement

The 12 papers in this volume explore the development of electronic texts in the humanities and describe the possible roles for libraries as electronic books take the place of printed ones. The diverse perspectives of librarians, publishers, system administrators, scholars, readers, and writers are brought into conjunction, and a number of significant themes emerge. The papers are: "Authors and Readers in an Age of Electronic Texts" (Jay David Bolter); "Electronic Texts in the Humanities: A Coming of Age" (Susan Hockey); "The Text Encoding Initiative: Electronic Text Markup for Research" (C.M. Sperberg-McQueen); "Electronic Texts and Multimedia in the Academic Library: A View from the Front Line" (Anita K. Lowry); "Humanizing Information Technology: Cultural Evolution and the Institutionalization of Electronic Text Processing" (Mark Tyler Day); "Cohabiting with Copyright on the Nets" (Mary Brandt Jensen); "The Role of the Scholarly Publisher in an Electronic Environment" (Lorrie LeJeune); "The Feasibility of Wide-Area Textual Analysis Systems in Libraries: A Practical Analysis" (John Price-Wilkin); "The Scholar and His Library in the Computer Age" (James W. Marchand); "The Challenges of Electronic Texts in the Library: Bibliographic Control and Access" (Rebecca S. Guenther); "Durkheim's Imperative: The Role of Humanities Faculty in the Information Technologies Revolution" (Robert Alun Jones); and "The Materiality of the Book: Another Turn of the Screw" (Terry Belanger). (MAS)

ED 379 000 IR 055 403

Staerkel, Kathleen, Comp.; And Others
Youth Services Librarians as Managers: A How-To Guide from Budgeting to Personnel.
PUB DATE- 95
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Collected Works - General (020)
DESCRIPTORS- Budgeting; Continuing Education; Elementary Secondary Education; Grants; Learning Resources Centers; *Library Administration; Library Cooperation; Library Funding; Library Networks; Library Personnel; *Library Planning; Library Policy; *Library Services; Management Development; Meetings; Personnel Evaluation; *Public Libraries; *School Libraries; *Youth Programs

Administrators of public library youth services departments and managers of school library media centers often rely on broad sources for advice on managing their specialized youth services. This book is designed to assist youth services librarians in becoming well-versed in management skills crucial to the continued existence of quality service to youth in libraries. Thirteen experienced youth services professionals offer their advice for dealing with general management issues, personnel issues, and communication. The chapters are: "The Why and How of Planning" (Floyd C. Dickman); "Budgeting" (Kathleen Deerr); "Seeking Alternative Funding: Grantsmanship" (Sherry Des Enfants); "Youth Services Policies and Procedures" (Mary M. Wagner and Gretchen Wronka); "Evaluating Library Services and Programs" (Virginia A. Walter); "Job Descriptions" (Yvette Johnson); "Recruiting and Retaining Youth Services Librarians"

PUB DATE- Feb 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *Community Colleges; Education Work Relationship; *Employer Attitudes; *Job Performance; *Job Skills; Mail Surveys; *Personnel Evaluation; Questionnaires; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Piedmont Virginia Community College

During fall 1994, Piedmont Virginia Community College (PVCC) surveyed employers of the college's recent graduates to evaluate the occupational success of PVCC graduates and the effectiveness of the college's academic programs in preparing graduates for work. Surveys were sent to the employers of 41 graduates from the class of 1992-93 who had previously given permission for their employers to be contacted. Usable responses were received from 33 employers, for a response rate of 80.5%. Survey findings included the following: (1) nearly 90% of all employers rated the graduates as either "excellent" or "good" in every job performance category; (2) over half of the employers rated PVCC graduates as "good" in every category, and nearly half rated the graduates as "excellent" in "cooperation with fellow workers" and "cooperation with supervisors"; (3) a comparison with previous surveys indicates that employer satisfaction with job performance has increased; (4) over 60% of the employers felt that PVCC graduates had better math, writing, speaking, research, and logic skills than most employees; (5) in two categories, math and logic skills, 76% of the employers rated PVCC graduates as either "excellent" or "good"; (6) for writing, speaking, and research skills, between 64% and 68% of the employers rated the graduates as either "excellent" or "good"; and (7) in the categories of occupational education and training and general education, 84% of the employers rated PVCC as either "excellent" or "good," up from 72% in the 1991-92 survey. (Appendixes include employer evaluations and comments, graduate job titles, participating employers, and the survey instrument.) (KP)

ED 379 019 JC 950 095

Hamilton, John M.
Enrollment, Retention, and Graduation of Blacks at Gainesville College.
PUB DATE- Mar 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Associate Degrees; *Black Students; College Choice; *College Graduates; *College Students; *Enrollment Trends; Higher Education; High Schools; Longitudinal Studies; School Holding Power; State Colleges; Trend Analysis; Two Year Colleges
IDENTIFIERS- Gainesville College GA

A study was conducted at Gainesville College (GC) in Georgia to investigate the enrollment patterns, retention rates, and graduation rates of black students. Depending on the data element, the period of time covered extended from the late 1980's to winter 1995. In some cases, comparisons were drawn with other units of the University System of Georgia. Study findings included the following: (1) American black enrollments consistently fell below 5% of the total enrollment between fall of current management practices and systems that affect physical resources, and periodic and preventive maintenance, and the development of recommendations for the design of a system for expansion and modification of existing facilities and construction of new facilities. A survey designed to determine the adequacy of facilities and services was sent to 141 administrators. Study findings, based on an 88.65% response rate, indicated that STJC needed: (1) a fire safety training program; (2) a hazardous substance training program; (3) a maintenance personnel training program; (4) a space management program; (5) an adequate heating and cooling system; (6) proper application of janitorial services; (7) review of PPMD staffing; (8) better lighting; (9) plans for handicapped personnel; (10) improvement of groundskeeping; (11) improvement of general campus maintenance; (12) a computerized control system; (13) better enforcement of parking policies; (14) coordination between committees; and (15) plans for increased enrollment. Based on survey results and interviews with the PPMD personnel, a master plan for future facilities planning, maintenance, and energy management was developed. The study report contains 92 references, interview questions, campus survey, a control chart for procedural elements of the plan, and current and proposed organizational charts. (KP)

ED 379 036 JC 950 114

Pocket Profile of Community Colleges: Trends & Statistics, 1995-1996.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; College Faculty; *Community Colleges; Educational Finance; Enrollment Trends; National Surveys; Student Characteristics; Student Financial Aid; Tuition; *Two Year Colleges; Two Year College Students; Vocational Education

Using data from the National Center for Education Statistics, Bureau of the Census, and other sources, this pamphlet presents current information on community college students; college outcomes and impact; community college staff, governance, and expenditures; and tuition and financial aid. In addition, trends in enrollments, numbers of institutions, full-/part-time employment status of faculty, and Pell Grant awards are illustrated. Selected highlights include the following: (1) there are approximately 1,100 community colleges in the United States; (2) community colleges enroll 44% of the nation's undergraduates and 49% of all first-time freshmen; (3) about 47% of all minorities in college attend community colleges; (4) more than half of higher education students with disabilities attend public community colleges; (5) women make up about 58% of community college enrollments; (6) the average age of a community college student is 29; (7) enrollment ranges from 200 to 100,000 students; (8) the most popular fields of study are liberal studies/humanities, business, health professions, engineering-related technologies, and protective services; (9) part-time students greatly outnumber full-time students; (10) the five most popular programs are dental hygiene, nuclear medicine technician, nursing, physical therapy, and robotics/automated manufacturing; (11) a worker with an associate degree earns approximately $11,589 more than a worker with a high school education; (12) 65% of community college

Students were deemed successful if they graduated or achieved a grade point average (GPA) of 2.00 or better whether or not they continued enrollment. The results of the study, based on 1994 outcomes for 8,874 first-time-in-college students from fall 1989 and 9,194 from fall 1990, included the following: (1) college-wide, success rates for all students who needed remediation were between 55% and 58%; (2) students from 1989 who needed and completed CPI achieved a success rate of 79%, while this group from the 1990 cohort achieved a 77% success rate; (3) students from the two cohorts who did not need CPI achieved success rates of 82 to 84%; (4) 1989 students needing and completing CPI in only one area showed a 5-year success rate of 81%, with 28% of students graduated and 24% still enrolled; (5) 1989 students needing and completing CPI in all three areas showed a success rate of 74% after five years, with 40% still enrolled and 9% graduated; (6) for 1989 students not completing CPI, the 5-year success rate was 44% for students deficient in one area and 33% for those deficient in all three; and (7) for both cohorts, 63% of students deficient in only one area completed CPI, compared to 24% of those deficient in all three areas. (MAB)

ED 379 054   JC 950 137

Fisher, Sylvia K.
A Profile of Employed Students at Miami-Dade Community College. Research Report #94-20R.
PUB DATE- Dec 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; School Demography; *Student Attitudes; *Student Characteristics; *Student Employment; Student School Relationship; Student Surveys; Two Year Colleges; *Two Year College Students; *Working Hours
IDENTIFIERS- *Miami Dade Community College FL

A study was conducted at Miami-Dade Community College (M-DCC), in Florida, to determine the demographic and academic characteristics of students by their employment status. Surveys were sent to a sample of 3,045 students classified as unemployed, working 1-20 hours per week, working 21-40 hours per week, or working more than 40 hours per week. Study results, based on responses from 84% of the students, included the following: (1) 82% of respondents were employed, with 42% indicating that they worked 21-40 hours per week, 24% indicating 1-20 hours per week, and 16% indicating more than 40 hours per week; (2) over 86% of males and 79% of females were employed, while 21% of the males worked over 40 hours a week, compared to 12% of the females; (3) 84% of Hispanics were employed, compared to 82% of Blacks, 79% of Whites, and 71% of students of other ethnicities; (4) Hispanics were most likely to be working 20 hours per week, while White students were most likely to be working more than 40; (5) 84% of the students aged 20-30 were working, with this age group comprising the largest group in the sample; (6) 24% of full-time students were not employed, while almost 48% worked more than 20 hours, compared to only 8% of part-time students who were not employed; (7) 95% of evening students were employed, compared to 76% of day students; (8) 85% of students with a grade point average (GPA) below 2.00 were working, while 78% of those with a GPA above 3.50 were; and (9) all four groups indicated that they were satisfied with their M-DCC experience. (Extensive data tables for Multiplication (MFM), a multiplication system using mnemonics. Chapter 4 presents finger multiplication systems, and chapter 5 discusses several different patterns and strategies to help students with spelling. Chapter 6 presents reading, science, and social studies mnemonics. Chapter 7 discusses strategies for developing and using metaphors and other associative techniques. Chapter 8 covers an organizational technique called mind mapping, and chapter 9 presents ideas and teaching suggestions for using music to enhance learning. Visual strategies are discussed in chapter 10, and imagery techniques are presented in chapter 11. Chapter 12 covers positive suggestions, including relaxation techniques and positive self-talk. Contains 74 references. (TJQ)

ED 379 072 PS 022 901

Fussel, Hans-Peter
Parental Rights in Germany.
PUB DATE- Nov 94
NOTE- 6p.; Summary of presentation at the Center for the Study of Parent Involvement and National Coalition for Parent Involvement in Education Conference (Oakland, CA, October 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140)
DESCRIPTORS- *Cultural Pluralism; Elementary Secondary Education; Foreign Countries; *Parent Participation; Parent Responsibility; *Parent Rights; *Parent School Relationship; Parent Teacher Cooperation; Religious Education; School Choice; School Role; Socioeconomic Influences
IDENTIFIERS- *Germany

This lecture describes the legal status of parental rights pertaining to German schools, and ideas about the practical problems of cooperation between parents and schools in Germany, especially under the auspices of a multicultural society. Four legal parental rights are listed: (1) the right to decide if their child should attend private or state school; (2) the right to decide if their child should take part in religious instruction; (3) the right to choose for their child one of the different kinds of middle- and secondary- schools; and (4) the right to be informed by the school. In addition to these individual rights, parental collective rights are addressed, not only as the rights of a group but also as a social movement. The reality of parental rights in Germany is mentioned in the context of socioeconomic factors influencing parent participation and the parent-teacher relationship. Two points, parental choice on religious instruction and improvement of parental involvement, are raised for a discussion. Finally, the aspect of the cohesion of a multicultural society and the importance of the school in fulfilling this function are pointed out for future study. (WP)

ED 379 073 PS 022 916

Gibbs, Jeanne; And Others
TRIBES: A New Way of Learning Together.
PUB DATE- 94
NOTE- 425p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports -

item bibliography that includes historical sources, and archival and other primary sources. (TM)

ED 379 091 PS 022 976

Patterson, John; And Others
Staff Screening Tool Kit: Keeping the Bad Apples Out of Your Organization.
PUB DATE- 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Community Organizations; *Employment Interviews; Legal Responsibility; Older Adults; *Personnel Policy; *Personnel Selection; *Preschool Education; Recruitment; Young Children

During the past decade, community-serving organizations have encountered increasing pressure to implement comprehensive screening of program staff to reduce the risks inherent in working with vulnerable populations, such as young children. This screening "tool kit" suggests a process of staff screening based on the requirements of the position, the nature of the contact with clients, and legal limitations on the use of screening tools. The book includes chapters on: (1) legal aspects of screening; (2) position descriptions; (3) recruitment and applications; (4) interviews; and (5) reference and record checks. Included are sample position descriptions, applications, and interview questions. A list of State Child Protective Agencies and State Criminal History Repositories is provided, as well as references to relevant case law. Contains a list of resources and a 16-item bibliography. (SW)

ED 379 092 PS 022 978

Martini, Mary
The Effects of Teacher Style on Peer Dynamics in Three Hawaiian Preschools.
PUB DATE- 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Anthropological Association (Washington, DC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Child Behavior; Classroom Environment; *Group Behavior; *Group Dynamics; *Interaction Process Analysis; Interpersonal Relationship; Play; *Preschool Children; Preschool Education; Teacher Attitudes; *Teacher Influence; Teacher Role; *Teacher Student Relationship; Teaching Styles
IDENTIFIERS- *Hawaii

An observational study of peer dynamics found three very different systems of peer interaction among Hawaiian children at three preschools. The children were demographically similar: part-Hawaiians from lower to lower-middle class backgrounds. Sixty children were studied in videotaped sessions. In Preschool 1, children usually play as dyads; in Preschool 2, as stable groups of four to seven; and in Preschool 3, as fluctuating groups of three or four. Observations indicated that differences arise because children in the different family, with a specific focus on activities, trends, and research in Canada. The six feature articles are: (1) "Native Elders Can Help Mend Family Circle" (Dianne Meili), which discusses the role of tribal elders in teaching and raising children; (2) "The Real World of Grandparents," which challenges commonly held myths about grandparents; (3) "Dual-Earner Families: A Challenge for Grandparents" (Ruth Isbister), which looks at the role of grandparents in two-income families; (4) "Grandparenting: A Revelation" (Solange Lefebvre), which examines how families and grandparents themselves view the role of grandparent; (5) "Grandparents and Grandchildren during Family Breakdown" (Michael G. Cochrane), which considers the role of grandparents during and after divorce; and (6) "Grandparenting as Give and Take" (Joan E. Norris and Joseph A. Tindale), which discusses the transition to grandparenthood and grandparents' relationships with their children and grandchildren. Other articles and columns present the Vanier Institute of the Family annual review for 1993-94, the results of a national poll on families, a call for action on child and family poverty, descriptions of two new government booklets on family responsibilities and family knowledge, and statistics on multiple births. (MDM)

ED 379 110   PS 023 027

Osborn, Hazel
Room for Loving, Room for Learning: Finding the Space You Need in Your Family Child Care Home.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Early Childhood Education; *Facility Planning; *Facility Requirements; *Family Day Care; *Family Environment; Furniture Arrangement; Home Furnishings; *Interior Space; *Space Utilization
IDENTIFIERS- *Family Day Care Providers

Noting that children spend an enormous amount of time in child care, this book illustrates the strengths of family child care and how to capitalize on these strengths by careful space design. Five chapters give advice on how to create a well-organized family day care environment. Chapter 1 discusses how to put first the needs of the provider, the provider's family, the children in child care, and other people when arranging and deciding to use a space. It includes tips on how to make the space accommodate the people who will use it. Chapter 2 looks at all the different people in the family child care business that must be accommodated, such as the children cared for, their families, and others connected to the business. Chapter 3 considers the provider's family, including guests and extended family members. Chapter 4 examines the activities these people engage in and the kinds of space required for their activities. Chapter 5 considers the child care space as a whole, inside and out, and how to find usable space for all possible activities. It includes suggestions for how to implement a space plan, using not only the rooms, but also the furnishings in the rooms. Two appendices include forms to use when planning activity areas and a list of companies that specialize in child care equipment. (TJQ) additional readings on civil rights in education. Most articles contain references. (SV)

ED 379 128 RC 019 960

Hines, F. Oscar
Telecommunications and Its Impact on Rural America. NADO Research Foundation White Paper.
PUB DATE- Apr 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Change Strategies; *Community Development; Community Services; *Delivery Systems; Distance Education; *Economic Development; Networks; *Rural Areas; Rural Development; *Technological Advancement; Technological Literacy; *Telecommunications; Telephone Communications Systems
IDENTIFIERS- *Technological Infrastructure

Applications of telecommunications technologies in rural businesses, schools, health care institutions, and government agencies can help make these institutions more efficient and effective, overcome problems of rural isolation, and diversify rural economies. This report considers some of the issues surrounding these possibilities and discusses the challenges raised by two requirements for such benefits to accrue: the need for a rural public telecommunications infrastructure that is capable of supporting advanced equipment and services at reasonable prices; and the need for communities to make informed decisions about the planning, purchase, implementation, and evaluation of new information technologies. Four primary goals are recommended: (1) a rural service delivery system comparable to the urban infrastructure in quality, availability, and cost; (2) adequate preparation of rural communities to plan for, implement, and evaluate new services and equipment; (3) access by rural communities to adequate capital financing and other sources of funding for equipment and services; and (4) telecommunications-related development strategies that are integrated with the larger economic development strategies of the community and region. More specific suggestions are also delineated. The report calls for a coordinated effort by telecommunications policy makers, the telecommunications industry, and economic development professionals to help achieve these goals. (RAH)

ED 379 129 RC 019 964

Arrington, Carolyn R.
Education Reform: How Has Downsizing Affected the West Virginia School Systems?
PUB DATE- 94
NOTE- 266p.; Ed.D. Dissertation, West Virginia University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Administration; Educational Change; *Educational Finance; *Educational Legislation; Educational Policy; Elementary Secondary Education; *Enrollment; *Reduction in Force; Retrenchment; Rural Schools; School Closing; *School Districts; School Personnel; *State Aid; Surveys
IDENTIFIERS- *West Virginia

This paper examines the programmatic, organizational, and administrative changes in West Virginia's 55 school districts tutor, and were assigned various projects; and (2) In the second year contact with the teachers was extended via electronic mail. Results showed that teachers can continue to benefit for long periods of time from a short period of out-of-school in-service if some kind of interest network is set up and maintained both by themselves and by the tutor. Chapters include: "How Do You Make the Effects of Inservice Last," "Developing Professional skills," "The Visits," "Communications," "New Research Stage," "The Children's Questionnaire," "The Children's Own Assessment," "The Challenges," and "Closing the Classroom Door." An appendix contains letters from the tutor to the teachers; an explanation of the game, Strategy 31; sample challenges; children's questionnaire format; questions for early and upper primary; children's solution for Leapfrog; and the Ten Face Game. (MKR)

ED 379 147 SE 055 232

Orton, Anthony, Ed.; Wain, Geoffrey, Ed.
Issues in Teaching Mathematics.
PUB DATE- 94
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *British National Curriculum; *Cognitive Style; *Educational Change; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Integrated Curriculum; *Mathematics Curriculum; *Mathematics Instruction; *Student Evaluation; Technology
IDENTIFIERS- Discrete Mathematics; Fractals; Great Britain

This book aims to provide the reader with background knowledge and understanding of major contemporary issues facing mathematics teachers in Great Britain. Much of the book is devoted to discussing issues related to curriculum construction and change. The chapters are: (1) "The Aims of Teaching Mathematics" (A. Orton); (2) "Mathematics Education and Society" (G. Wain); (3) "Learning Mathematics: Implications for Teaching" (A. Orton); (4) "The National Curriculum in Mathematics" (T. Roper & D. Carter); (5) "New Topics in the Mathematics Curriculum: Discrete Mathematics" (J. Monaghan & A. Orton); (6) "New Topics in the Mathematics Curriculum: Fractal Mathematics" (D. Carter); (7) "Language and Mathematics" (W. Gibbs & J. Orton); (8) "Assessing Mathematical Achievement" (D. Carter, L. Frobisher, & T. Roper); (9) "Learning Styles and Teaching Mathematics: Towards Open Learning" (G. Wain); (10) "Problems, Investigations and an Investigative Approach" (L. Frobisher); (11) "Integrating Mathematics into the Wider Curriculum" (T. Roper); (12) "New Technology and Mathematics Education: New Secondary Directions" (J. Monaghan); and (13) "Postscript: The Future of Mathematical Education" (T. Roper). Name and subject indexes are included. (MKR)

ED 379 148 SE 055 416

Hemmerich, Hal; And Others
Prime Time: Strategies for Life-Long Learning in Mathematics and Science in the Middle and High School Grades.
PUB DATE- 94
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

world. (SG)

ED 379 168 SO 023 772

Davis, Robert T.; Towe, Princess
Multiculturalism, Stereotypes, and Critical Thinking: Breaking Down Barriers among Urban and Rural High School Students.
PUB DATE- Aug 92
NOTE- 13p.; Paper presented at the Annual Conference on Critical Thinking and Education Reform (12th, Rohnert Park, CA, August 9-12, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; Cultural Awareness; *Cultural Pluralism; Discussion (Teaching Technique); High Schools; *High School Students; Rural Education; *Stereotypes; *Student Attitudes; Urban Education
IDENTIFIERS- Hunterdon Central Regional High School District NJ; Newark City School System NJ

Four teachers, two from a rural high school and two from an urban one, spent a year trying to get students to examine similarities and differences between the two schools. The exchange program involved students from Malcolm X Shabazz High School of Newark, New Jersey and a group from rural New Jersey's Hunterdon Central High. Small groups of students paid visits to each other's schools. The theme for the first year of the project was "equity." Students from both schools took part in small group discussions during the visits, then returned to the large group to share reactions. The students discovered that they shared attitudes about some subjects (single parent households, working women) and began to question stereotypes about each other. Such activities help students learn to trust, to work together to solve problems, and to develop critical thinking skills. At the conclusion of the program, plans were underway to continue and expand it. (SG)

ED 379 169 SO 023 930

Epskamp, Kees
Learning by Performing Arts: From Indigenous to Endogenous Cultural Development. CESO Paperback No. 16.
PUB DATE- 92
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Developing Nations; *Development Communication; Foreign Countries; Higher Education; *Indigenous Populations; *International Education; *Theater Arts
IDENTIFIERS- *Zambia

This document explores, from a Dutch perspective, the role of the performing arts in education in developing nations. In particular, the analysis focuses on Zambia. Introductory sections of the report touch on the connections among culture, education, and performance, as well as the role of avant-garde and popular theater, the theme of alienation, and the anthropology of theater. A historical section addresses the use of theater in development communication, popular theater and social change, the performing arts in African indigenous education, and the historical development of Zambian national theater. A section entitled "Theatre for Development" deals with the performing arts in national development, theater for education? and (2) which are the four countries having the highest educational level to be subsequently investigated. The paper discusses comparative education including definitions and objectives of comparative education and methods and problems in the area. The survey process is described including a multi-dimensional approach, monotonous correlations, geometric data analysis, and multi-dimensional structural analysis. The study found that there is no country with a very low educational level that also has a high economic standard. A 6-page bibliography is included. A section of tables and documents presents the overall details of the similarity analysis and of the educational partial orders. (DK)

ED 379 189   SO 024 433

Elazar, Daniel J.
Israel's Education System: An Introduction to a Study Program.
SPONS. AGENCY- Foundations of the Milken Families, Jerusalem (Israel).; Jerusalem Center for Public Affairs, Inc. (Israel).
PUB DATE- 90
NOTE- 14p.; For related documents, see SO 024 431, SO 024 439, and ED 378 092-093.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Planning; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Teacher Role
IDENTIFIERS- *Israel

This paper reports on a program to develop a comprehensive overall strategy of educational research that deals with the state of education in Israel. Four dimensions or sets of demands on the schools are discussed: (1) civilizational demands of transmission of heritage and culture; (2) social demands for good citizenship, productive workers, up to date skills, and perpetuation of civil society; (3) parental demands for the ability to make a living, perpetuation of their way of life, and happiness; and (4) individual student demands for happiness, self expression, and the ability to make a living and fit in. All these demands find expression in the educational system through the mediation of the professional educators responsible for the day to day working of the system: classroom teachers, principals, and senior professionals. Israel's education system is ranked as nursery, elementary, secondary schools, and terciary (or university, teachers, state religious, independent, and vocational colleges). While in terms of variety of options Israel's education system ranks very high, there is considerable dissatisfaction with the system as it is operating. That dissatisfaction has expressed itself in connection with a number of critical issues. They include the problems of a common core curriculum that will unite the various ideological trends and subtrends, how minorities are treated within the system, the problem of the gap between disadvantaged or culturally deprived children and those who are not, problems of equalization, questions of what is taught and how effectively it is learned, and to what extent supplementary education is needed. (DK)

ED 379 190   SO 024 439

Harrison, Jo-Ann; And Others
Unity and Diversity of Culture and Curriculum in the Israeli Education System.
SPONS. AGENCY- Foundations of the Milken Families, Jerusalem

Ellis, David W.; Karr-Kidwell, P. J.
A Study of Assertive Discipline and Recommendations for Effective Classroom Management Methods.
PUB DATE- 27 Jan 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Assertiveness; *Classroom Techniques; Discipline; *Discipline Policy; High Schools; Participative Decision Making; Secondary School Teachers; *Student Participation; Student Role; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Assertive Discipline

Lee Canter's Assertive Discipline method was studied using a survey of 72 high school teachers' attitudes. Assertive Discipline calls for firm but fair rules, negative consequences for inappropriate behavior, and positive consequences for positive behavior, all set by the teacher. After a lengthy literature review, the survey is discussed. Sixty-eight percent of respondents agreed or strongly agreed that they felt it necessary to use methods other than Assertive Discipline in the classroom, while 20 percent had no opinion. Teachers believed that students should be involved in classroom management and were eager to try a student-involved classroom management process. At the same time however, 73 percent disagreed with allowing students to help set rules and consequences in the classroom. Teachers felt that conflict resolution and the democratic process were important in classroom management. Results indicated that teachers would not favor and might not obey a packaged discipline program. The paper concludes that teachers should be allowed to choose a classroom management process that suits the teacher's style, students, and subject to be taught, and that students should be encouraged to be active members of classroom management and the discipline process. Appendices provide a list of classroom rules, a classroom management survey, teacher comments, survey data, and a consent letter. (Contains 37 references.) (JDD)

ED 379 208 SP 035 626

Burkhalter, Nancy
Applying Vygotsky: Teaching Preformal-Operational Children a Formal-Operational Task.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Stages; Elementary School Students; *Formal Operations; Grade 4; Grade 6; *Instructional Effectiveness; Intermediate Grades; Performance Factors; *Persuasive Discourse; *Piagetian Theory; Sex Differences; Verbal Ability; Writing (Composition)
IDENTIFIERS- *Vygotsky (Lev S); *Zone of Proximal Development

This research hypothesized that preformal-operational children (before age 11) can improve their ability to write persuasive essays at an age earlier than Jean Piaget's developmental stage model would predict. A Vygotskian social interactionist approach, which claims that adult intervention can help children achieve what may have seemed beyond their abilities, was used. Fourth and sixth graders (n=153) wrote two persuasive essays, with 3 weeks of instruction intervening for the experimental group. Instruction consisted of daily 45-minute

ED 379 225 SP 035 726

Reissman, Rose
The Evolving Multicultural Classroom.
PUB DATE- 94
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Class Activities; Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Interdisciplinary Approach; *Language Arts; Learning Modules; *Multicultural Education; Parent Participation; Records (Forms); Resource Materials; *Social Studies; Student Attitudes; Student Participation; *Teaching Methods; Worksheets
IDENTIFIERS- Multicultural Materials

This book is a guide to infusing multicultural education into the classroom at the elementary and secondary levels. It includes curriculum strategies and extensive resources for immediate application. Section 1 presents activities to introduce teachers, students, and parents to the concepts of multicultural education. This section includes a discussion of definitions of multicultural education and strategies for engaging students in the multicultural idea. Section 2, on curriculum strategies, focuses on three areas of the curriculum, language arts, social studies, and the arts. This section describes how many teaching strategies and student projects evolved from an original activity, through student interest and exploration of topics and themes in newspapers, works of literature, current events, community resources, and students' backgrounds. Section 3 provides resources, including detailed outlines of activities and strategies, that encourage teachers to put together their own programs and solicit parent input. In particular, this section includes worksheets, teaching modules, parent participation forms, and an extensive resource list of multicultural literature anthologies, multicultural bibliographies, professional books and articles, and other resources (periodicals, videos, and centers). (JB)

ED 379 226 SP 035 727

A View from the Inside: The Preparation of Teachers. Report of the Select Seminar on Excellence in Education.
PUB DATE- Nov 94
NOTE- 22p.; Contains photographs which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Excellence in Education; Foundations of Education; Higher Education; Internship Programs; *Preservice Teacher Education; *Professional Development; Seminars; Student Teaching; Teacher Attitudes; *Teacher Education Curriculum; *Teacher Effectiveness; *Teacher Improvement; Teaching (Occupation); Teaching Experience
IDENTIFIERS- *New York (Albany)

This publication reports on a seminar held over five days which brought together teachers and administrators from the Albany (New York) area schools and colleges and universities to discuss teacher preparation and professional development. Opening sections introduce the seminar, list participants, and detail the six procedural steps that the seminar followed. An

Pruett, Angela W.; Howze, Elizabeth H.
Effects of a Municipal Government's Worksite Exercise Program on Employee Absenteeism, Health Care Costs, and Variables Associated with Participation.
PUB DATE- Oct 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *City Government; *Employee Absenteeism; *Employees; Fringe Benefits; *Health Care Costs; Health Related Fitness; Individual Characteristics; Labor Force; *Participation; *Physical Fitness; Program Effectiveness; Work Environment
IDENTIFIERS- *Virginia (Blacksburg)

The Blacksburg (Virginia) municipal government's worksite exercise program, developed in response to rising health insurance premiums, was evaluated to determine its effect on health care costs and employee absenteeism. Thirty-two employees who participated in the program for 4.5 years were compared to 32 nonparticipating employees. The program design offered a management contribution toward a monthly fee to a local fitness club or payment of an annual $5 fee and the promise by employees to exercise on their own. Participants could engage in any exercise that would allow them to reach a target heart rate zone. The program also included annual fitness and health screening and free health education classes. Data analysis revealed: (1) there were no significant differences between participant and nonparticipant characteristics; (2) participants did not use significantly fewer sick hours or health care dollars than did nonparticipants; (3) after an initial increase in both variables the year after the program began, reductions were seen for participants in the following years; and (4) focus groups conducted with nonparticipants disclosed that most employees know exercise is beneficial but nonparticipation was due to lack of time to exercise. Findings of this research suggest that health care costs and absenteeism can be reduced over time by implementing worksite exercise programs. Worksite exercise programs might need to be marketed to older, male, lower paid workers in lower job classifications since these groups tend not to join as readily as workers who are younger, female, and higher paid. (Contains 17 references.) (JB)

ED 379 245 SP 035 753

New Jersey Governor's Teacher Grant Programs: 1988 Program Overviews. Research Division Report #28.
PUB DATE- 90
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; Career Education; Computer Uses in Education; Elementary Secondary Education; English (Second Language); Gifted; Grants; Information Dissemination; Interpersonal Competence; Language Arts; Mathematics Education; Nontraditional Education; Program Descriptions; Program Effectiveness; Reading Instruction; Science Education; Second Language Instruction; Social Sciences; Special Education; *State Programs; Study Skills; *Teacher Developed Materials; Technology Education; Writing (Composition)
IDENTIFIERS- *New Jersey

This document presents profiles of 21 exemplary New Jersey directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

ED 378 801 FL 022 568

Levy, Paulette
Totonaco de Papantla, Veracruz (Totonac of Papantla, Veracruz).
PUB DATE- 90
NOTE- 169p.; For other volumes in this series, see FL 022 554-570.
LANGUAGE- Spanish; Totonac
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- int for detailed study. Each vo
phonology, morphophonemics, grammar, and vocabulary of the
l,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; American Indian Languages; American Indians; Cultural Background; Cultural Traits; Descriptive Linguistics; Foreign Countries; *Grammar; *Indigenous Populations; Language Research; Language Typology; *Morphophonemics; *Phonology; Questionnaires; Spanish; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Mexico; *Totonac

This document is one of 17 volumes on indigenous Mexican languages and is the result of a project undertaken by the Archivo de Lenguas Indigenas de Mexico. This volume contains information on Totonac, an indigenous language of Mexico spoken in Papantla, Veracruz. The objective of collecting such a representative sampling of the linguistic richness of the region was to store it for typological and historic comparisons. To gather data, questionnaires designed to elicit responses that would reveal the linguistics, vocabulary, grammar, and syntax of the language were administered to the indigenous people of the area. This work is the first systematic attempt to create source material of such magnitude. Basic information has been collected that is directly useful and will serve as a departure point for detailed study. Each volume deals with the phonology, morphophonemics, grammar, and vocabulary of the language. Literature is included with Spanish translations, as is actual dialogue. Numerous sentences are analyzed. (CK)

NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communicative Competence (Languages); Cultural Pluralism; Difficulty Level; Educational Policy; Elementary Secondary Education; Foreign Countries; *Irish; *Language Attitudes; *Language of Instruction; Language Planning; *Language Role; Language Usage; Multilingualism; *Public Policy; Uncommonly Taught Languages
IDENTIFIERS- European Community; *Ireland

Issues in the debate in Ireland over Irish language instruction in the schools are reviewed in light of the establishment of the European Economic Community. In the first chapter, three points of view are compared: results of research on Irish, attitudes of the general public, and those of language interest groups. The second chapter provides a brief overview of public language policy from 1922-1950 and outlines results of a 1983 survey of attitudes toward Irish language use and the teaching of Irish to children. Chapter 3 looks at issues of individual and collective rights concerning language usage and attitudes toward use of Irish in primary, secondary, and postsecondary education. The two subsequent chapters address primary school and secondary school Irish curricula and instruction in greater detail. In the final chapter, related concerns are discussed, including the growing cultural diversity in Europe, European Community (EC) policy on multilingualism, EC standards for language usage, languages and the labor market, and additional language policy considerations. Contains 19 references. (MSE)

*Educational Technology; *English (Second Language); *Limited English Speaking; *Literacy Education; Policy Formation; Second Language Instruction; Videodisks; Videotape Recordings

The current and future role of educational technology in adult English-as-a-Second-Language (ESL) instruction in the United States is examined, drawing on practice, literature, and the experiences of an Arlington, Virginia program. Throughout, policy implications are drawn from the discussion. First, the ESL service delivery system is examined and the diversity of the population being served is discussed. Perspectives on the benefits and the challenges of using technology in ESL instruction are reviewed. The variety of technologies available is outlined briefly, including computers and computer software, video, interactive videodiscs, and integrated learning systems. Both the extent and the nature of current technology usage are examined, and promising models for future applications are described. It is concluded that despite a lack of empirical data on the effectiveness of technology for ESL instruction, continued investment in the technology is warranted, and federal and state governments and foundations should take a leadership role in promoting use of technology. Contains 31 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

NOTE- 13p.; Paper presented at the Facilities Planning Conference (Athens, GA, June 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Deans; *Administrator Attitudes; College Presidents; *Educational Facilities; Higher Education; *Professional Associations; Professional Recognition; Questionnaires; Recognition (Achievement); *Reputation; *Surveys
IDENTIFIERS- *Association of Higher Educ Facilities Officers; Association Role; Association Strength; Chief Financial Officers; National Assn College University Business Officers

As part of a critical history of the Association of Higher Education Facilities Officers (APPA), a survey of higher education executives was conducted to ascertain the association's reputation. The questionnaire was sent to the presidents, chief academic officers, and chief financial officers of 102 Southern Association member institutions of higher education. Over 40 percent of institutions responded. While primarily concerned with the association's reputation among institutional executives, questions were asked concerning other associations concerned with institutional facilities. The questionnaire asked about respondents' impressions concerning nine types of higher education associations, recognition of acronyms of 10 groups, respondents' perceptions of the contributions that various associations make, and respondents' specific perceptions regarding APPA's performance in areas considered to be important to the academy and to the individual. Results found that, among the 10 facilities-related groups, only the National Association of College and University Business Officers was widely respected by respondents. A conclusion offers reflections on the difficulties and benefits of association evolution and development. An appendix contains a copy of the questionnaire and tables of results. (Contains 18 references.) (JB)

This collection of nine articles presents case studies of educational reform and change in 10 nations, focusing on the changing role of government involvement in higher education. The articles are: (1) "University-State Relations in Britain: Paradigm of Autonomy" (Peter Scott); (2) "Changing Conceptions of State-University Relations: The Israeli Case 1950-1990" (Yaacov Iram); (3) "Higher Education Policy Reform in Australia: An Expansive Analysis" (John Smyth); (4) "The Reformulation in Korean Private Higher Education: Changing Relationship between the Government and Private Schools" (Namgi Park); (5) "State Legislatures and Public Universities: Changing Relationships in the U.S." (Paula L. W. Sabloff); (6) "Higher Education in Turmoil: The Impact of Political Changes in East Germany on the Transformation of Higher Education" (Helmut de Rudder); (7) "Equality of Higher Education in Post-Communist Hungary and Poland: Challenges and Prospects" (Kassie Freeman); (8) "Restructuring Higher Education in the Czech and Slovak Republics: An Institutional Perspective" (Daniel S. Fogel and James E. Mauch); and (9) "Governmental Reforms in Hungarian Higher Education: Historical Traditions and New Actors" (Peter Darvas). Each article includes a list of references. (MDM) addresses the important implications associated with student diversity. Part 3 introduces some general models of teaching followed by specific teaching strategies for classroom implementation. Part 4 focuses on the classroom as an interactional settings and considers teacher and student expectations, teachers' behaviors and practices, and student-teacher interactions. Part 5 provides evidence about student cognitive and noncognitive outcomes, as these outcomes are related to the instructional activities in the classroom and to the effectiveness of the teacher. Part 6 reviews the literature on effective models and techniques for improving teaching, and presents some examples of recent innovations for instructional improvement. Each sub-area also contains an introduction to the group of articles and a list of suggested readings. (Most articles also contain references.) (JB)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; College Instruction; *College Outcomes Assessment; Community Colleges; Compliance (Legal); Curriculum Development; Educational Assessment; *Educational Change; Higher Education; Program Implementation; State Boards of Education; *State Colleges; *State Standards; State Universities; Statewide Planning; *Undergraduate Study
IDENTIFIERS- *Illinois; Reform Efforts

An evaluation was conducted of the implementation by public universities and community colleges in Illinois of state policies on student scholarship and achievement in undergraduate education. The policies were proposed in 1986 and revised in 1990 by the Illinois State Board of Higher Education in the context of state and national education reforms. State efforts included adopting admission requirements, examination of student preparation standards, and annual review procedures. Analysis of public university and community college efforts was done using summer 1994 reports from each institution. Results indicated that revised university curricula have given greater attention to students developing bachelor's level skills in communication, mathematics, and critical thinking. The most well developed components of assessment were found in writing with seven institutions reporting that they assess student writing at least once after entry. Among community colleges only 30 percent have implemented comprehensive assessment systems. Both types of institutions were making progress on comprehensive, rather than piece-meal assessment. Some institutions saw assessment as imposed from the outside rather than as an integral part of academic life allowing the institution to evaluate how well it is fulfilling its purpose. Appendix A contains the 1990 revised polices. (Contains 28 references.) (JB)

developing country's social, economic, and political development is an area that needs attention. Most documents about computer education in the developing countries are descriptive and lack in-depth analysis. The 93-item bibliography is based on a search of electronic databases, including ERIC. Items are arranged by across-continent, across-country, and country in alphabetical order. Subject classification is not provided, given the fact that regional unit is most relevant to comparative studies. (SLD)

ED 378 940 IR 016 935

Jones, Beau Fly; And Others
Designing Learning and Technology for Educational Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Computer Networks; Computer Uses in Education; Distance Education; *Educational Change; *Educational Policy; Educational Technology; Elementary Secondary Education; Literature Reviews; Models; Multimedia Instruction; Online Systems; Student Evaluation; *Technological Advancement; Telecommunications
IDENTIFIERS- Educational Indicators; Goals 2000; Internet; *Paradigm Shifts; *Reform Efforts

This paper summarizes and extends an earlier study that reviewed the literature on technology effectiveness, focusing on computers, traditional distance education, two-way interactive telecommunications, multimedia, and the Internet. It also adds some tools for technology evaluation as well as a rationale for using regions to distribute information resources and services electronically. Traditional and emergent definitions of technology from various strands of research are examined, and a paradigm shift from a focus on student achievement defined by standardized tests to one of diverse indicators of learning and educational reform defined by recent research and Goals 2000 is identified. An analytic framework is presented to use the dimensions of technology. Part 1 presents an overview of the framework and its uses, while part 2 discusses the new consensus on learning, policy, and technology capabilities needed to support learning and reform. Part 3 considers trends in technologies and agencies, and part 4 presents a concept of regionality as a unit of operation. Part 5 notes critical steps for research, and part 6 explores policy recommendations. Four appendixes contain eight tables of supplemental data and cost checklists. (Contains 178 references.) (SLD)

Heaviside, Sheila; And Others
Advanced Telecommunications in U.S. Public Schools, K-12. E.D. Tabs.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Computer Mediated Communication; *Computer Uses in Education; *Educational Planning; *Electronic Equipment; Electronic Mail; Elementary Secondary Education; Error of Measurement; Information Technology; *Networks; Problems; *Public Schools; Surveys; *Telecommunications
IDENTIFIERS- Information Superhighway; *Internet; Wide Area Networks

In response to the federal goal to connect all of the nation's school classrooms, libraries, hospitals, and law enforcement agencies to the information superhighway, the Department of Education commissioned a survey to obtain baseline data on the status of advanced telecommunications in public elementary and secondary schools. Data was gathered from a nationally representative sample of 1,380 schools regarding the types and location of advanced telecommunications equipment; services currently available; current computer networking capabilities; plans to implement or upgrade wide area networks; sources of such plans and of the school's budgetary decisions for telecommunications technology; and the various barriers that limit acquisition or use of advanced telecommunications. This report contains tabular summaries (16 data tables and 15 standard error tables in an appendix) that highlight selected findings based on the data collected. The tables in this report present data for public schools and for schools by instructional level, size of enrollment, metropolitan status, and geographic region of the country. The survey instrument is appended. Contains three references. (MAS)

Keith, Diana J., Comp.
Curriculum Materials for Use with Grades K-12: A Bibliography of Government Documents.
PUB DATE- Feb 89
NOTE- 47p.; For curriculum material for adult groups, see IR 055 356.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bilingual Education; Career Education; *Curriculum; Drinking; Drug Abuse; *Elementary Secondary Education; Evaluation Methods; *Government Publications; Health Education; *Instructional Materials; Nonprint Media; *Resource Materials; Safety Education; Science Education; Sex Education; Social Studies
IDENTIFIERS- Nebraska; *University of Nebraska

The Government Documents Collection of the Calvin T. Ryan Library of the University of Nebraska at Kearney contains a broad range of information on a variety of topics, including curriculum guides and materials. This bibliography gathers government documents of special interest to education students, practicing teachers, and teachers of adult students. Most documents listed are federal, but some Nebraska state documents are annotated. Curriculum guides and supplements, print and nonprint materials, bibliographies, evaluation materials and standards, project examples, and study guides, workbooks, and activity books are included in the following categories: (1) agriculture; (2) alcohol and drug abuse; (3) bilingual/foreign language education; (4) career/vocational education; (5) family and consumer science; (6) health, fitness, and nutrition; (7) miscellaneous topics; (8) home, school, and automotive safety; (9) science; (10) sexuality and sex education; and (11) social studies and history. The titles are also indexed by subject. (SLD)

(Maria B. Salvadore); "On Planning and Presenting New Staff Orientations" (Kathleen Staerkel); "Continuing Education" (Mary Fellows); "Staff Evaluation" (Marie C. Orlando); "Conducting Effective Meetings" (Mary Fellows); "Establishing Staff Relations" (Kathy Toon); and "Networking and Cooperation" (Melody Lloyd Allen). Examples of planning checklists, policies, and evaluation forms are also included. (Contains over 150 references.) (MAS)

ED 379 001 IR 055 405

Evans, John E.
Dynamic Modelling of User Decision-Making in Selecting Information Services at a University Research Center.
PUB DATE- 94
NOTE- 23p.; Paper originally presented at the International Symposium for Information Science (ISI) (4th, Karl-Franzens Universitat, Graz, Austria, November 2-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Costs; Higher Education; Information Services; *Information Technology; *Library Research; Online Searching; *Online Systems; Optical Data Disks; Research Libraries; *Use Studies

This research is concerned with the pragmatic performance characteristics of competing information technologies (ITs) and services in the university research center, as measured by user demand and choice. Technologies and services studied include: (1) mediated search service operating at cost recovery, open to all; (2) end-user service collecting token charges; and (3) CD-ROM based research work stations freely available. Recorded data from the administrative information system was gathered over 15 years in an "ex post facto" analysis of the levels and patterns of use of the three competing information services. This data was supplemented by surveys of 186 graduate students concerning the values assigned to activities, perceived problems, and reported failures and successes. It was discovered that monetary cost, convenience of access, and time spent are the central factors which determine student selection and use of ITs. Users are willing to subordinate certainty of success, precision, recall, authority and currency for services which are convenient and largely free of cost. This study proved that information content is of minor importance when compared to other features such as cost and convenience when selecting an IT or service. Data is presented in three tables. (Contains 27 references.) (MAS)

1990 and winter 1995, with reasons for this low enrollment rate being the small number of college-ready black students coming out of local high schools, increases in enrollments at Lanier Technical Institute, and local students with financial aid choosing to attend other colleges and universities; (2) 5-year systemwide retention rates for black students at GC were lower than for all other students, though similar to the average statewide experience of blacks who begin at other two-year colleges, but lower than the rates at traditionally black colleges; (3) of the 25 black students who enrolled at GC as first-time, full-time students during fall 1990 or fall 1991, 22 required remedial course work and only 1 received an associate degree within 3 years of arriving at GC; and (4) 88% of the seniors graduating from area high schools in 1993-94 were white, with the major feeder of black students to GC graduating only six black students in 1993-94. A review of the literature on topics related to the recruitment and retention of minority students is included. (KP)

faculty are employed part time; (13) women make up 42% of community college faculty nationwide, compared to 29% at four-year institutions; (14) sources of community college revenue include state funding, tuition and fees, local governments, sales and services, federal government, private gifts, grants, and contracts, and endowments; and (15) the average annual tuition and required fees at public community colleges is $1,114 compared to $2,543 at four-year colleges. (KP)

ED 379 037 JC 950 115

"E Pluribus Unum" -- Creating Unity through the Budget Request Process.
PUB DATE- 28 Feb 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Categorical Aid; Community Colleges; *Educational Finance; *Equalization Aid; *Resource Allocation; *State Aid; State Legislation; Two Year Colleges
IDENTIFIERS- *Florida

In May 1991, the Florida Legislature directed the State Board of Community Colleges to develop a method to equalize the base funding of community colleges, including an appropriate cost differential equation. As a result, an allocation process of legislative appropriations was developed which supported the relative priorities of each college from the budget request, enabling each college to project its funding at any level of appropriations. For example, the 1995-96 Legislative Budget Request contains the following: (1) an urgent call for access, equity, and excellence; (2) indicators of the value of community college, such as figures on student diversity and achievement, range of academic programs, emphasis on instruction, community and economic development projects, and accessible and functional campuses; (3) information on the fiscal losses that have affected the state's community colleges since 1989-90; (4) an overview of the consequences of steady or declining state appropriations; and (5) a rationale for the 1995-96 budget request, which seeks, over the next 2 years, a state allocation of $4,020 per student, which will restore the 5-year 16% loss in state support. Priority One of the 1995-96 budget request is the base Community College Program Fund Support, which includes the operating cost of new facilities, competitive salary enhancements, money for educational equipment and library resources, an enrollment workload, and equalization funding. Equalization is defined as equivalent funding revenues per full-time equivalent student calibrated for the following college characteristics: program mix and costs, college size, and cost of living in the district. (KP) and the survey instrument are included.) (MAB)

ED 379 055 PS 021 264

Speak Out for Children, 1989-1992.
PUB DATE- 90
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Child Custody; Children; Child Support; *Child Welfare; Court Role; *Divorce; *Family Problems; Fathers; Federal Legislation; Marital Instability; Mothers; Newsletters; *Parents; State Legislation
IDENTIFIERS- Abductions; *Noncustodial Parents; *Visitation Rights

This document consists of three years (12 issues) of a quarterly newsletter that addresses the healthy development of children of divorced and separated parents. The National Council for Children's Rights (NCCR) (now the CRC, the Children's Rights Council, Inc.) advocates reducing divorce by strengthening families through divorce and custody reform; minimizing hostilities between parents who are involved in marital disputes; substituting conciliation and mediation for the adversarial approach; assuring a child's access to both parents; and providing equitable child support. Each issue typically contains news articles about the activities of the CRC, bills and resolutions in process in the Congress, an overview of relevant court cases, regional reports, letters to the editor, conference information, and, occasionally, reviews. (MDH/AA)

Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Cognitive Style; *Cooperative Learning; Elementary Secondary Education; Evaluation; *Group Activities; Group Discussion; Group Dynamics; *Grouping (Instructional Purposes); Instructional Improvement; Instructional Materials; Multicultural Education; Program Development; Program Implementation; *Teaching Methods
IDENTIFIERS- Multiple Intelligences; *Tribes Approach

Blending the fields of group process and cooperative learning; prevention and resiliency; learning theory; and school change into a comprehensive guide, this book describes the on-going development of the Tribes group process, whereby small learning groups are used to promote human growth and learning. A tribe consists of three to six students who work together each day throughout the school year. Through the process, students learn to use specific collaborative skills, and to reflect on both the interaction and the learning that is taking place. Tribes are formed on the basis of sociometrics to evenly distribute boys and girls, students of high and low peer acceptance, and ability levels. The book is divided in 12 chapters. The first chapter gives a brief description of the project and its implementation. Chapters 2 and 3 analyze the goals of the project and the principles and theories behind them. Chapters 4 through 6 describe ways of forming Tribe groups and making them work in a classroom. Chapters 7, 8, and 11 suggest strategies and activities for designing and implementing learning experiences appropriate for the project's educational objectives. Chapters 9 and 10 present the opinions and commentary of people who have implemented the Tribe project. Finally, chapter 12 proposes different resources for implementing the project and assessing the progress of participating students. The appendix includes a 76-item bibliography, Tribes classroom posters, notes from chapters 1-10, and materials for the Tribes Learning Community. (AA)

schools spent their days in different social situations. Teachers established different social contexts and encouraged different interaction techniques; presented different interactive models to students; and held different beliefs on how students should relate to each other. Children were found to be very adaptable to each of these different contexts. (Tables summarize differences in peer dynamics in the three preschools and include selected transcripts of the observed play.) (TM)

ED 379 093 PS 022 984

Laman, Jennifer
When Health Care Is Not Enough: Support Services for Pregnant Women and Infants.
PUB DATE- Jun 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *At Risk Persons; *Child Health; Early Parenthood; Health Education; Health Promotion; *Health Services; *Home Visits; Infant Mortality; Infants; Low Income Groups; *Medical Services; Mothers; Neonates; Pregnancy; *Prenatal Care; Program Descriptions; Social Services
IDENTIFIERS- Hawaii; *Medicaid; New York; North Carolina; Virginia

This report describes the relationship between comprehensive prenatal care services and healthy babies, and examines the inclusion of social support services with medical care for women at-risk of problem pregnancies and unhealthy babies. The report notes that the United States trails many countries in indicators of maternal and child health. In 1989 Congress required states to expand Medicaid to pregnant women, and most states have established support services, such as home visiting. Although prenatal health services are vital, the most effective prenatal care programs include home visiting and other support services. Home visiting programs link high-risk pregnant women and infants to other important medical and social services. Examples of programs in Virginia, North Carolina, New York state, and Hawaii, which show promising results and cost savings are provided. Appendices give state-by-state information on Medicaid coverage for prenatal care and list key components of successful home visiting programs. (TM)

ED 379 111 PS 023 028

Wolery, Mark, Ed.; Wilbert, Jan S., Ed.
Including Children with Special Needs in Early Childhood Programs. Research Monograph of the National Association for the Education of Young Children, Volume 6.
PUB DATE- 94
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; Classroom Environment; *Developmental Delays; *Disabilities; Early Childhood Education; Family Involvement; *Inclusive Schools; Intervention; *Mainstreaming; Parent Participation; Special Education; *Special Needs Students; Teaching Methods; Transitional Programs
IDENTIFIERS- *Access to Services

Because all early childhood programs must now be prepared to serve children with special needs, early childhood staffs confront a host of new challenges and opportunities. This research monograph offers early childhood educators a foundational resource of information needed to develop inclusion practices. Chapter 1, "Introduction to the Inclusion of Young Children with Special Needs in Early Childhood Programs" (Mark Wolery, Jan S. Wilbers), presents historic and foundational information about including young children with developmental delays and disabilities. Chapter 2, "Working with Families of Children with Special Needs" (Donald B. Bailey, Jr.), summarizes themes and issues related to implementing family-centered services, and draws implications from the relevant research for practice. Chapter 3, "Working with Members of Other Disciplines: Collaboration for Success" (Mary Beth Bruder), describes issues related to collaborating with members from various disciplines to develop defensible early childhood services. Chapters 4, 5, 6 and 7 by Mark Wolery describe information related to designing and implementing classroom-based services for young children with disabilities. Chapter 4, "Assessing Children with Special Needs" focuses on assessment issues, chapters 5 and 6 "Designing Inclusive Environments for Young Children with Special Needs" and "Instructional Strategies for Teaching Young Children with Special Needs" focus on intervention practices, and chapter 7, "Implementing Instruction for Young Children with Special Needs in Early Childhood Classrooms" focuses on implementing those practices in the classrooms. Chapter 8, "Completing the Circle: Planning and Implementing Transition to Other Programs" (Jane B. Atwater, and others), describes issues related to planning and implementing services for helping children with disabilities and their families make the transition from one program to another. Chapter 9, "Conclusions and Future Directions" (Mark Wolery), provides summary statements and identifies issues for future research. Contains over 400 references. (TJQ) resulting from legislatively mandated reductions in personnel between school years 1987-88 and 1993-94. Research involved analyzing enrollment, personnel, and district deficit data; surveying superintendents and directors of Regional Education Service Agencies; interviewing state program administrators; and comparing information from school years 1987-88 and 1993-94. The study found that: (1) school districts failed to reduce staff at the same rate as required by the school aid formula, resulting in deficits, particularly in rural school districts; (2) the net enrollment cap on professional educators in the school aid formula was detrimental to the required minimum of 50 professional instructional personnel per 1,000 students in adjusted enrollment; (3) other sections of WV Code influencing the number of personnel that must be employed were in direct conflict with the school aid formula; (4) the work load was being redistributed to remaining personnel, but districts were not deciding which activities were to be eliminated; (5) the average number of students per school, 341, was higher in school year 1993-94 than it was in 1987-88, but still lower than the number of students per facility recommended by the School Building Authority; (6) there were fewer district level and school level administrators; (7) facility maintenance was suffering due to the large reduction of maintenance personnel; (8) the emphasis in school year 1993-94 on the basics (reading, mathematics, science, language arts, and social studies) was greater than in 1987-88; (9) reductions were made in the number of teachers and course offerings, however, there were few changes in extracurricular offerings; and (10) the number of junior high schools and elementary schools decreased, while the number of middle schools increased by 50 percent. Contains 55 references, 38 data tables and figures, and survey questionnaires. (LP)

(052)
DESCRIPTORS- Constructivism (Learning); High Schools; Intermediate Grades; *Learning Strategies; Lifelong Learning; *Mathematics Instruction; Middle Schools; *Science Activities; *Science Instruction; Secondary Education; Teaching Methods
IDENTIFIERS- Connections (Mathematics); *Mathematics Activities

This book provides teachers with strategies to engage students actively in learning and focuses on the mathematics and science curricula for the middle and high school years. The strategies selected facilitate connections between the familiar and the unfamiliar. This method promotes learning that students find relevant. The 14 strategies have been grouped into three sections: (1) Activating Prior Knowledge (question of the day, bumper stickers, and people search); (2) Multiple Intelligences (Venn diagrams, ranking boxes, mind map, induction, listen-read-sketch-draft, multipass, know-wonder-learn, metaphors, and games); and (3) Reflections (stems and journals). Each chapter contains an introduction, procedures, and examples for use in mathematics and science classrooms. Contains 15 references. (MKR)

ED 379 149 SE 055 603

Ediger, Marlow
Philosophy of Teaching Mathematics.
PUB DATE- 10 Feb 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *Existentialism; Mathematics Curriculum; *Mathematics Instruction; *Realism
IDENTIFIERS- *Experimentalism; *Idealism

There are selected philosophies in the teaching of mathematics that can provide guidance to the teacher in developing the curriculum. This paper discusses four philosophies of teaching mathematics. (1) Idealism stresses that the pupil lives in an idea-centered mathematical world, but not an objective real world. Abstract content is prized more highly than concrete and semi-concrete representations. (2) Realism emphasizes that a person can know the real world in whole or in part as it really is. With pupils attaining precisely measurable stated objectives in mathematics, they become more and more knowledgeable of the real world as it truly is. (3) Experimentalism emphasizes pupils' learning that is useful and utilitarian. Within a given problem area, mathematics is used to solve selected problems. (4) Existentialism stresses individual choices made by a pupil in selecting sequential tasks and experiences in mathematics. The pupil is the chooser. The tasks may involve problem solving as well as other kinds of tasks. Use of diverse philosophies of education to provide for individual differences should assist each pupil to learn as much mathematics as possible. (MKR) development in India and Bangladesh, and the role of the performing arts in changing women's roles. "Education and Training" is the title of a section that encompasses the formalizing of expressive skills training and implementing the anthropology of theater. A section on policy examines the Dutch role in international performing arts education and research, an international popular theater meeting in Zambia, and the empowerment of development support communication via theater for development. The document also includes notes, appendices containing acronyms and definitions. Contains approximately 20 pages of references. (SG)

ED 379 170 SO 023 953

Cohen, Steven
Secrecy and Democracy.
PUB DATE- 90
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Democracy; *Foreign Policy; *International Relations; *National Security; Primary Sources; Secondary Education; Social Studies
IDENTIFIERS- *Secrecy

This document, a curriculum guide, grew out of a symposium on the role of secrecy in U.S. foreign policy. The curriculum examines ways in which citizens get information about the government and how government secrecy influences that information. Students analyze covert U.S. involvement in such places as Iran, Guatemala, and Cuba, and consider the ramifications of the secret methods the government has used to further U.S. goals. Following an introduction, the guide offers units on: (1) "Getting Started"; (2) "Rights and Responsibilities"; (3) "Secrecy and Covert Action in Recent Years"; (4) "The Growth of the National Security State"; (5) "Interference with Foreign Governments"; (6) "Secrecy and National Security"; (7) "Checks and Balances"; and (8) "The Limits of Covert Action." The document also includes a timeline, an indication of suggested grade levels for readings, a glossary, and a bibliography. Many of the individual readings present portions of primary source materials for student consideration. Contains 57 references. (SG)

(Israel).; Jerusalem Center for Public Affairs, Inc. (Israel).
PUB DATE- Jan 94
NOTE- 496p.; For related items, see SO 024 431, SO 024 433, and ED 378 092-093.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cultural Differences; *Curriculum Development; *Decision Making; Educational Policy; Educational Research; *Educational Trends; Elementary Secondary Education; Foreign Countries; Parent Attitudes; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Israel

Based on intensive interviews and observations in a scientifically selected sample of over 100 Israeli schools, this study presents a detailed picture of the characteristics of school curricula and cultures, and the attitudes and expectations of students, teachers, principals, and parents with regard to curriculum and school culture in the different kinds of schools in Israel. The findings of this study are documented in 190 tables and charts. The treatment of the educational issue is not easy, in part because every educational system must respond to four sets of demands whose importance is given different weight by different segments of the body politic. The four sets of demands are civilizational, social, parental, and individual student. Each is represented by a specific referent. This report presents a comprehensive study of the nature of the Israeli public educational system in the 1990s. This study aims to identify and describe the uniformity and diversity of school culture and curriculum in the Israeli education system today. It investigates three major questions: (1) To what extent does there exist a common basic curriculum in the Israeli school system today, and what are its characteristics?; (2) What distinctive subcultures are apparent in the Israeli educational system today? How does the curriculum reflect these distinctive subcultures?; and (3) Who controls curriculum decision making and development in the system today? The conceptualization of this study is guided by two sociological perspectives, the institutional perspective and the perspective of symbolic interaction, which have become important frameworks for analyzing the culture and curriculum of educational systems. (DK) lessons for 3 weeks, involving brainstorming, supporting, conferencing, and editing on different topics. The essays were evaluated on the basis of "claims," "data," and "warrants." Students in the experimental group on the whole performed better than those in the comparison group. Girls performed better across all three aspects than did boys. Of the three measures, "warrants" seemed to be the most difficult. The experimental treatment was questionable for boys on this trait, as performance of fourth grade comparison group boys was higher than that of experimental group boys. The study concludes that formal operations are not a necessary precondition for writing persuasive essays; a Vygotskian approach to the teaching of writing is supported; girls acquire formal operations sooner than boys; and girls have superior verbal abilities that allow them to perform generally better than boys at writing tasks. (Contains 19 references.) (JDD) introductory essay describes some initial conversations and ideas as the event began, and an important emerging vision of teacher education as a systematic program of life-long professional development in the teaching profession with initial emphasis on practices, skills, and theory and progressively broader and deeper experiences appropriate to teachers' evolving assignments. The next section makes recommendations to improve and enrich the initial training devoted to the preparation of teachers. The recommendations include recognition of a common core of professional knowledge, expansion beyond the traditional 4-year program, linking foundations to practice, and promotion of communication and cooperation among preparing institutions. A section on ideas for the internship phase of training included a series of coordinated steps for colleges and universities responsible for placement and supervision. A section on professional practice covers teacher development as an ongoing process. Final sections include a brief Afterword and an essay by Nelson Armlin "Reflections on the Profession of Teaching." (JB)

elementary and secondary school teacher-developed programs and their outcomes. Thirty-nine teachers received two-year grants that allowed them to evaluate their practices and to prepare materials for dissemination. The programs are in the following subject areas: art; career education; computers and technology; English as a Second Language and foreign languages; gifted/special/alternative education; reading, writing, language arts; mathematics and science; social studies; and social and study skills. The profiles indicate the content area and grade level in which the programs were implemented. Each profile also includes information on the following: program overview, program objectives, what the research says about the instructional approach, program effectiveness, special resources, scheduling requirements, how to obtain further information, and bibliographic notes. Indexes list grant recipients for 1988, 1987, and 1986. (JB)

ED 379 246 SP 035 754

Statewide Teacher Recruitment Plan.
PUB DATE- Oct 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alternative Teacher Certification; *Change Strategies; Elementary Secondary Education; Graduate Study; Higher Education; Males; *Minority Group Teachers; Program Development; *Statewide Planning; Teacher Education Programs; *Teacher Recruitment; Teacher Shortage
IDENTIFIERS- *Maryland

This report provides background information concerning recruitment of teachers in Maryland, especially minority teachers; identifies current initiatives; and presents new directions. Actions were taken by a task force established by the Maryland State Board of Education to recruit teachers in critical shortage areas and to promote teaching as a career. Project PRIME (Programs to Recruit and Inspire Minorities into Education) was developed at Morgan State University to introduce Baltimore (Maryland) middle and high school students to teaching as a career option. Creation of Future Teachers of Maryland clubs in high schools was encouraged. An alternative certification program was implemented, including a resident teacher program and an internship program leading to certification. Another program was developed to assist retiring military personnel in making career changes into teaching. A task group is being formed to develop additional strategies to recruit educators of color and males for elementary schools. Appendixes describe post-baccalaureate teacher education programs, list recruitment strategies used by school systems and colleges within Maryland, and provide statistical data on minority graduates of Maryland teacher education programs between 1989 and 1993. (JDD)

ED 379 247   SP 035 755

The 1992-1993 Evaluation of the Substitute Vocational Assistant Program.
PUB DATE- Apr 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; High Schools; Internship Programs; Participant Satisfaction; *Professional Development; *Program Effectiveness; Program Evaluation; Teacher Certification; Teacher Employment; *Teacher Recruitment; Trade and Industrial Teachers; *Vocational Education Teachers
IDENTIFIERS- *New York City Board of Education

The Substitute Vocational Assistant Program (S.V.A.P.) was designed to provide highly motivated high school graduates with the opportunity to obtain New York State Education Department certification and employment as a vocational/trade education teacher. The program is a comprehensive experience, 5 and one half years in length, that includes a salaried teaching internship, occupational field work, and postsecondary academic study. During each year of program enrollment, participants must complete 5 months of supervised teaching in a vocational high school, 7 months of work in their trade, and postsecondary academic study in occupational education at the City College of New York. A survey of 12 individuals enrolled in the program and 2 program graduates examined participant characteristics, recruitment methods, reasons for program enrollment, experience with the S.V.A.P., ratings of the program, and participants' recommendations. The evaluation report concludes that the program has had satisfactory results in recruiting new vocational teachers. Respondents evaluated the program positively in quality of instruction, handouts and other teaching materials, equipment provided, support from the S.V.A.P., classroom service, work site assignment, and college course work. (JDD)

ED 379 248   SP 035 756

Durham, Katherine
Professional Development Laboratory (P.D.L.) 1993-94.
PUB DATE- 1 Aug 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Master Teachers; Models; Observation; *Peer Teaching; *Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- *New York City Board of Education

The Professional Development Laboratory (P.D.L.) is a model for staff development in which experienced teachers serve as peer coaches for other teachers who want to refine their skills, learn and practice new skills, and share classroom techniques with one another, in selected New York City school districts. Visiting teachers spend 3 to 4 week cycles in the classrooms of resident teachers while their classes are covered by adjunct teachers. To evaluate the program, a survey of 45 teachers and 9 principals was conducted, and interviews were conducted with 2 teachers. P.D.L. resident teachers reported broadening their knowledge base, gaining skills as a coach/staff developer, and

ED 379 266 SP 035 795

Freeouf, Barbara C., Ed.
Report on a Project To Integrate Multicultural Diversity into Required Preservice Teacher Education Courses at Nine Westchester Colleges and Universities: W.T.E.G., Volume I.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 94
NOTE- 200p.; For Volume II, see SP 035 796.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Cultural Differences; *Cultural Pluralism; Elementary Secondary Education; *Foundations of Education; Higher Education; Integrated Curriculum; *Methods Courses; *Multicultural Education; *Preservice Teacher Education; Required Courses; Schools of Education; Specialization; *Teacher Education Curriculum
IDENTIFIERS- *Westchester Teacher Education Group NY

This collection of papers describes efforts of the Westchester Teacher Education Group (WTEG) to incorporate multicultural concepts into teacher preparation courses. Part I gives an overview of the WTEG and the activities of its task force on diversity and the family, in three papers: "The Westchester Teacher Education Group: History and Purpose" (Shirley L. Mow); "Supporting and Coordinating Partnerships for Change" (Barbara C. Freeouf); and "Infusing a Multicultural Perspective into Selected Preservice Courses: A Conceptual Framework" (Ana Maria Villegas and Beatriz Chu Clewell). Part II presents revised preservice teacher education syllabi that reflect ways in which multicultural diversity can be integrated into foundations courses, methods courses, and specialized courses. The papers in Part II include: "Models of Personal and Social Growth" (Neil Garofano); "Language and Literacy" (Mary Hebron); "Global Perspectives: Teaching Diverse Students" (Rita Silverman and Mary M. Williams); "Educational Psychology" (Steve Steffens); "Curriculum Development in Elementary School Subject Areas: Reading" (Joan M. Black); "Developmental Reading: Methods and Materials" (Sylvia Blake); "Learning and Teaching in Primary and Elementary Grades: Social Studies" (Terry Cicchelli); "Reading Methods" (Ruben Hernandez); "Methods and Materials of the Social Studies Curriculum" (Mary Hughes); "Learning Programs for Young Children & Practicum" (Virginia A. Salamone); "Social Welfare as a Social Institution" (Marguerite M. Coke); "Social Science Research" (Nilda E. Hernandez); and "The Impact of Prejudice on Minority Groups in America" (Sheldon Marcus). Appendices provide a list of task force participants' names and addresses, a display of the project structure, and a list of 79 seminar readings/information packets. (Most papers contain references.) (JDD)

ED 379 267 SP 035 796

Freeouf, Barbara C., Ed.
Report on a Project To Integrate Technology into Required Preservice Teacher Education Courses at Nine Westchester Colleges and Universities: W.T.E.G., Volume II.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 94
NOTE- 155p.; For Volume I, see SP 035 795.

ED 379 283 SP 035 854

Walling, Donovan R., Ed.
Teachers as Leaders. Perspectives on the Professional Development of Teachers.
PUB DATE- 94
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teacher Induction; Elementary School Teachers; Elementary Secondary Education; Excellence in Education; *Faculty Development; Instructional Improvement; *Leadership; Secondary School Teachers; Teacher Education; *Teacher Improvement; *Teacher Recruitment; Teacher Role; *Teaching (Occupation)
IDENTIFIERS- National Board for Professional Teaching Standards; Reform Efforts; Teacher Empowerment; *Teacher Leadership

The 20 essays in this book provide diverse perspectives on the professional development of teachers and include: (1) "Attracting the Best and Brightest to the Teaching Profession" (James R. Hutto); (2) "Attracting Talented African-American High School Students to Careers in Education" (Rita G. Greer); (3) "A Grassroots Approach to the Recruitment of Potentially Talented Teachers" (Katherine Green); (4) "On Matters of Body and Mind: Overcoming Disincentives to a Teaching Career" (Gene I. Maeroff); (5) "Induction, Retention, and Collegiality" (Donovan R. Walling); (6) "Teaching as Learning" (Ted Sanders and Nancy Ann Eberhart); (7) "Celebrating Education as a Profession" (Marlin L. Tanck); (8) "Teacher Empowerment in a Time of Great Change" (William E. Webster); (9) "Empowering Teachers as Learners and Leaders" (Mary Hatwood Futrell); (10) "Redefining Results: Implications for Teacher Leadership and Professionalism" (Michael J. Schmoker and Richard B. Wilson); (11) "Can Teachers Be Educated To Save Students in a Violent Society" (Martin Haberman); (12) "Teacher Development and School Improvement: An Account of the Improving the Quality of Education for All (IQEA) Project" (David Hopkins and Mel West); (13) "Teacher Leadership in Professional Development" (Peter J. Burke); (14) "Expanding Opportunities for Teacher Leadership" (Ralph Fessler and Antoinette Ungaretti); (15) "The Development and Sustenance of Instructional Leadership" (Sam J. Yarger and Okhee Lee); (16) "Teacher Leadership: A Failure to Conceptualize" (Michael Fullan); (17) "Drift, Detachment, and the Need for Teacher Leadership" (Daniel L. Duke); (18) "Two Teachers Examine the Power of Teacher Leadership" (Vivian Troen and Katherine Boles); (19) "The Problem with Power" (Daniel A. Heller); and (20) "The National Board for Professional Teaching Standards: Toward a Community of Teacher Leaders" (James A. Kelly). (LL)

ED 379 284 TM 022 621

Results 1993. Oklahoma Educational Indicators Program. School Report.
PUB DATE- Feb 94
NOTE- 693p.; For the district report, see TM 022 625. For the state report, see ED 378 242.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Gains;

ED 379 304 TM 022 656

Sabatino, Melissa
A Look Back at the No Pass/No Play Provision. Publication Number 93.05.
PUB DATE- May 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Dropouts; Educational Change; *Eligibility; *Extracurricular Activities; High Schools; Honors Curriculum; *Participation; State Legislation
IDENTIFIERS- *Austin Independent School District TX; *No Pass No Play Rules; Reform Efforts

As part of a sweeping educational reform package, the Texas legislature passed a No Pass/No Play provision requiring that a student have a 6-weeks average of at least 70 in every course or sit out of all extracurricular activities for the next 6 weeks. A review of the effects of this provision in the Austin Independent School District indicated that, on balance, the provision appears to have a positive effect. More students have remained eligible for extracurriculars than in the years before the provision was enacted, with the highest increases among student athletes. From 1984-85 through 1992-93, students involved in extracurriculars dropped out at a lower rate than students not participating. No effect of the provision has been seen on the dropout rate for students involved in extracurriculars. In the period since the enactment of no pass/no play, the numbers of students enrolled in honors courses has risen. While the provision has not met the optimistic hopes of some legislators, it has not had the negative impacts many feared. Dropouts do not appear to have risen among students who lost eligibility for extracurriculars. Five figures and six attachments (tables) present evaluation findings. (SLD)

ED 379 305 TM 022 657

Curry, Janice; Sabatino, Melissa
Instructional Technology in AISD, 1993-94. Publication Number 93.06.
PUB DATE- Aug 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Instructional Effectiveness; *Integrated Learning Systems; Program Effectiveness; Program Evaluation; *Technological Advancement; Training
IDENTIFIERS- *Austin Independent School District TX

During the 1993-94 school year, the Office of Research and Evaluation of the Austin Independent School District (AISD) (Texas) conducted a districtwide evaluation of instructional technology. The evaluation consisted first of an accurate count of all computers in AISD schools, and then of an in-depth evaluation of the integrated learning systems of the Computer Curriculum Corporation (CCC) and Jostens Learning. The over

ED 379 326 TM 022 697

Marso, Ronald N.; Pigge, Fred L.
Testing Directors', Supervisors', Principals', and Teachers' Perceptions of the Effectiveness of Their Schools' Practices Related to the Management of Standardized Testing.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Beliefs; Comparative Analysis; Educational Administration; *Educational Practices; Evaluation Methods; *Principals; Rating Scales; School Districts; *Standardized Tests; *Supervisors; *Teacher Attitudes; Testing; Test Use
IDENTIFIERS- *Test Directors

This study was designed to collect and then to compare various educators' perceptions (N=484) of the effectiveness of selected standardized testing program management practices in their schools. It was found that these educators perceived their schools' performance of testing-related practices to be more effective than the schools' overall performance in meeting other district responsibilities. Testing practices rated highest were use of quality tests and materials, maintenance of pupil records, and use of understandable scores and reports. Testing practices rated lowest were use of test results to evaluate instruction, availability of written policies, and use of publisher instructional guides accompanying achievement batteries. Comparatively, the teachers' ratings of the effectiveness of their schools' testing practices tended to be lower than were the administrators's ratings, and the testing directors' ratings of their testing practices tended to be lower than were the principals' and the supervisors' ratings. (Contains 12 references, 4 tables, and 4 figures.) (Author)

ED 379 327 TM 022 702

Uher, Alan E.
Standard Procedure.
PUB DATE- Jul 94
NOTE- 61p.; Master's Project paper, Northern State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Citizenship Education; *Civics; Comparative Analysis; Curriculum Development; Educational Technology; Elementary Secondary Education; *Evaluation Methods; *Mathematics Education; Outcomes of Education; *Science Education; *Standards; Synthesis
IDENTIFIERS- National Education Goals 1990; National Science Education Standards; NCTM Curriculum and Evaluation Standards; Standard Setting

Whether common standards exist among the national standards for kindergarten through grade 12 mathematics, science, and civics and government was studied. Common standards were explored among "Curriculum and Evaluation Standards for School Mathematics," produced by the National Council of Teachers of Mathematics, the "National Science Education Standards,"

ED 379 347 TM 022 741

Gerald, Debra E.; Hussar, William J.
Projections of Education Statistics to 2005.
PUB DATE- Jan 95
NOTE- 212p.; For projections to 2004, see ED 365 700.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Econometrics; Educational Finance; *Educational Trends; *Elementary Secondary Education; *Enrollment; Estimation (Mathematics); Futures (of Society); *Graduates; *Higher Education; Models; Projective Measures; Research Methodology; *Statistics; Tables (Data); Trend Analysis
IDENTIFIERS- *Projection Research; Smoothing Methods

This edition, the 24th report in a series begun in 1964, provides revisions of projections shown in the previous year's report. It includes statistics on elementary and secondary schools and institutions of higher education at the national level, projecting figures for enrollment, graduates, classroom teachers, and expenditures to the year 2005. Projections reflect the 1990 census, with the incorporation of 1992 estimates and latest assumptions about fertility rate, net immigration, and mortality rate. A methodology section describes models and assumptions used to develop the national projections. They are based on an age-specific enrollment rate model, exponential smoothing models, and econometric models. Most projections show three alternatives, with the first set (middle alternative) expected to be the most likely projection and the low and high alternatives providing a reasonable range of outcomes. A chart provides a brief forecast summary. National enrollment in elementary, secondary, and higher education is predicted to increase over the period, as are numbers of graduates, earned degrees conferred, numbers of classroom teachers, and expenditures. State figures are expected to vary in the forecast period. Data is presented in 70 figures and 52 tables, with an additional 37 tables in four technical appendixes discussing methodology. The report includes a glossary of data and statistical terms. (SLD)

ED 379 348 TM 022 742

Federal Funds for Research and Development: Fiscal Years 1992, 1993, and 1994. Volume 42. Detailed Statistical Tables.
PUB DATE- 94
NOTE- 367p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; Engineering; *Expenditures; *Federal Aid; Federal Government; *Financial Support; Government Role; Higher Education; *Public Agencies; *Research and Development; Research Utilization; Resource Allocation; Statistical Analysis; Surveys; Tables (Data); Trend Analysis
IDENTIFIERS- *National Science Foundation

In 1993 over one hundred respondents submitted data in response to the National Science Foundation's annual survey of federal funds for research and development. Agencies reported their data as obligations and outlays incurred or expected to be incurred regardless of when they were appropriated. These tables present data for 33 agencies for fiscal years 1992-1994. Research and development (RD) totals are given in outlays and

ED 379 367 UD 030 281

Project Adelante. Moving Onward to a Better Education.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Jan 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *College Bound Students; *Counseling; Dropout Prevention; *Educational Improvement; High Schools; *High School Students; *Hispanic Americans; Intermediate Grades; Junior High Schools; Mentors; Middle Schools; Minority Groups; Parent Participation; Peer Teaching; Program Evaluation; Tutoring
IDENTIFIERS- Hispanic American Students; Kean College of New Jersey; Middle School Students; *Project Adelante NJ

Project Adelante, established in 1988 at Kean College of New Jersey, is sponsored by the New Jersey Department of Higher Education, and is currently the only "College Bound" program targeting the Hispanic-American population. Adelante ("onward" in Spanish) aims to improve the high school graduation rate of Hispanic students and increase their opportunities for college admission. A secondary goal is to increase the number of minority students who choose teaching as a profession. Adelante enrolls middle school and high school students in a program of academic instruction, peer tutoring, field trips, career and personal counseling, mentoring by Hispanic professionals, and parental involvement. A year-long evaluation is reported, with data gathered from site visits, review of documents, participant surveys, and interviews with participants and staff. The program is found to foster student attitudes of academic success and to tailor instruction and counseling to student needs. Strong student satisfaction with the program is found. Some suggestions are made to improve this already effective program. An appendix contains a literature review on Hispanic-American dropout prevention by Emma Munoz-Duston. (Contains 25 references.) (SLD)

ED 379 368 UD 030 282

Mehan, Hugh; And Others
Tracking Untracking: The Consequences of Placing Low Track Students in High Track Classes. Research Report: 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College Preparation; Educational Policy; Enrollment; *Heterogeneous Grouping; Higher Education; High Schools; *High School Students; *Low Achievement; Low Income Groups; Program Evaluation; *Student Placement; Teaching Methods; *Track System (Education)
IDENTIFIERS- African Americans; Language Minorities; Latinos; *San Diego County Department of Education CA

Untracking places previously low-achieving students (primarily from low-income and ethnic or language-minority backgrounds) in the same college preparatory academic program as high-achieving students. The Achievement via Individual Determination (AVID) program of the San Diego (California) schools shifts education

Schools
IDENTIFIERS- *New York City Board of Education; *Project Achieve NY

Project Achieve was designed to improve the attendance and academic performance of at-risk students. In 1993-94, the program was in the first year of its second 3-year cycle, and operated in 34 New York City public high schools. The program has focused on restructuring the standard grouping of grades into "houses," small units that offer intensive education and integrated support services, and in developing a schoolwide management and planning capability. This report assesses the schoolwide teams and services to students in a sample of 10 schools. Houses, which averaged 250 students in 1993-94, were usually heterogeneous in student composition. Most house coordinators observed improved attendance and student responsiveness in school, and half saw an improvement in grades. All schools expanded and strengthened house-based support services for students. Most students interviewed expressed satisfaction with the house concept. Recommendations for improvement center on further reducing house size, increased staff development activities, and better student services. Two tables present program data, and an appendix lists participating schools. (SLD)

ED 379 389 UD 030 317

Evers, John W.; Bacon, Trudy H.
Staff Perceptions of Effective School Components as a Means to School Improvement and Accountability.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; *Educational Improvement; Educationally Disadvantaged; *Effective Schools Research; Elementary Education; Poverty; Questionnaires; Research Methodology; *School Effectiveness; *Teacher Attitudes; Test Construction; Urban Schools

Effective-schools researchers have identified factors that are correlated with improved school achievement. School districts and state departments of education have applied this research to school improvement frameworks. This paper describes how Effective Schools Research was employed to develop a questionnaire to assess school staff perceptions of 7 effective school components in 16 high and low performing elementary schools in high poverty environments. The components were: (1) clear school mission; (2) frequent monitoring of student progress; (3) safe and orderly environment; (4) high expectations; (5) opportunity to learn and time on task; (6) instructional leadership; and (7) home/school relations. The difference in instructional staff ratings from high and low performing schools was statistically significant for each of the components. Recommendations are provided for the utilization of questionnaire results along with other data to provide a comprehensive needs assessment that would result in school improvement. Three tables and two figures illustrate data. Appendixes list effective schools correlates, sample characteristics, and the survey. (Contains 5 references.) (Author/SLD)

ED 379 390 UD 030 318

becoming more flexible and open to sharing and learning tools of the trade. Eighty percent of resident teachers expressed more satisfaction with their jobs as teachers since joining P.D.L. As a result of observing the resident teachers' classes, many of the visiting teachers made changes in classroom environment, materials, and teaching methods upon returning to their own classrooms. School principals were very positive and supportive of the P.D.L. Three narratives are presented to depict the program's flexibility in serving teachers with different needs. Recommendations for program improvement are offered. (JDD)

ED 379 249 SP 035 757

Leith, D. Malcolm
Nonschool Education: A New Clientele and Frontier for Social Foundations.
PUB DATE- Nov 94
NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Studies Association (Chapel Hill, NC, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Educational Change; *Foundations of Education; *Job Training; *Nontraditional Education; Postsecondary Education; *Role of Education; Teachers; Vocational Education

The development of nonschool education programs, aimed at nontraditional populations such as the aged, the physically challenged, and the unemployed, has implications for the social and cultural foundations of education. First, a new clientele--namely, nonschool educators--will emerge for educational foundations. Second, nonschool educational programs will become a new frontier in the reconstruction of educational theory. A significant and growing sector of the developing nonschool educational community is employment and training. Employment and training has become a career field, complete with professional services like continuing education, associations, and publications. The career field of employment and training needs educational foundations to assure that the training programs' effect on society will be a democratic one and to produce more effective learning in these programs. Incorporating liberal learning into the programs is the key to securing these results. Foundations, too, are benefited by employment and training, when its scholars work cooperatively with employment trainers and thus expand foundations' relevance beyond schools. Employment and training focuses on three elements: work-based subject matter, alternative educational settings, and innovative procedures to meet individual needs. These elements are steps in the reconstruction of education in general, and they give credence to the concept of a more multifaceted, integrated education system. (Contains 19 references.) (JDD)

ED 379 250 SP 035 759

Robenstine, Clark
The School and HIV Education after the First Decade of AIDS.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Oriented Programs; *Computer Uses in Education; Course Descriptions; *Educational Technology; Elementary Secondary Education; *Foundations of Education; Higher Education; Integrated Curriculum; *Methods Courses; *Preservice Teacher Education; Special Education; Specialization; *Teacher Education Curriculum
IDENTIFIERS- *Westchester Teacher Education Group NY

This collection of papers describes efforts of the Westchester Teacher Education Group (WTEG) to incorporate technology into preservice teacher education curricula. Part I gives an overview of the WTEG and the activities of its task force on technology, in the following three papers: "The Westchester Teacher Education Group: History and Purpose" (Shirley L. Mow); "Concerns-Based Project Management and Support" (Barbara C. Freeouf); and "Highlights from the Evaluation of the W.T.E.G. Technology Task Force" (Margaret Honey and Cornelia M. Brunner). Part II presents revised preservice teacher education syllabi that reflect ways in which technology can be integrated into foundations courses, methods courses, student teaching/senior seminars, specialized courses, and school-based projects. The papers in Part II include: "Foundations of Education Theory" (Kevin Cawley); "Foundations of Education" (Carol Keyes); "Methods of Teaching Mathematics in Elementary School" (Sandra Flank); "Theory and Practice of Instruction" (Mildred Haipt); "Methods of Teaching Elementary School Mathematics" (Susan F. Jacobs); "Classroom Management" (Daniel B. McIlmurray); "Mathematics for the Elementary Classroom Teacher" (Lucille Peterson); "Seminar/Field Experience in Secondary School Social Studies" (Lawson Bowling); "Interactive Learning Technologies: Preservice" (Wayne D. Gray); "Educational Assessment of the Special Child" (Claire Lavin); "Technology in Elementary and Special Education" (Robert D. Postman); and "School Store Project" (Barbara Marchewka). Appendices include task force member's names and addresses, a display of the W.T.E.G. project structure, and outlines of several technology seminars. (Most papers contain references.) (JDD)

ED 379 268 SP 035 797

Waggoner, Jan E.
Adolescents in Crisis: Implementing Carnegie Recommendations in Middle Level Teacher Education by Collaborating with Community Service Agencies.
PUB DATE- 20 Feb 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 19-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; Child Health; *Community Resources; Early Adolescents; Health Education; Higher Education; Integrated Services; Intermediate Grades; Junior High Schools; *Middle Schools; *School Community Programs; School Community Relationship; *School Restructuring; State Programs; Statewide Planning; Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS- Carnegie Council on Adolescent Development; *Illinois

Achievement Tests; Annual Reports; College Entrance Examinations; Educational Assessment; English Instruction; History Instruction; Mathematics Instruction; Program Evaluation; Public Schools; *School Statistics; Science Instruction; Secondary Education; *Secondary School Curriculum; Standardized Tests; *State Programs; Tables (Data); *Testing Programs; *Test Results
IDENTIFIERS- *Educational Indicators; *Oklahoma; Reform Efforts

This annual report presents information on the Oklahoma Educational Indicators Program, a system developed in accord with the Oklahoma Education Reform Act of 1990 to assess public schools and school districts. This report provides data in tabular form related to test results and other outcomes, as well as student and teacher information, for each public school site. District and state reports, separately published, present information at those levels. The Oklahoma student enrollment of 594,338 in 1993 represents a 3.7% increase over 1990. These students are served by 39,920 full-time equivalent staff. There has been an increase in test scores over 1990 in all grades taking the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency. While scores on the American College Test were slightly below national averages, scores on the Scholastic Aptitude Test were well above the national average and higher than those of 1990. The 1993 report reflects the new cost accounting system in Oklahoma. Ten tables present school indicators. Six appendixes provide supplemental information. (SLD)

ED 379 285 TM 022 622

Secondary School Curriculum Review 1992-93. Oklahoma Educational Indicators Program.
PUB DATE- Jan 94
NOTE- 497p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Accountability; Comparative Analysis; *Course Selection (Students); Curriculum Evaluation; English Instruction; *Graduation Requirements; History Instruction; Mathematics Instruction; Science Instruction; Secondary Education; *Secondary School Curriculum; *State Programs
IDENTIFIERS- *Oklahoma

This curriculum review presents and comments on state and county trends in the curriculum offerings of Oklahoma secondary schools. For comparison, it provides the secondary level curriculum offered by each secondary school in the state. Vocational education offerings are not included. The state mandates four units of English, two of mathematics, one of American History, one-half unit of Oklahoma history, two units of science, one-half unit of world history, and ten units of other course work. Local boards of education have chosen to enact additional graduation requirements, and schools offer a number of courses beyond these. The number of courses that are offered is presented in this review. Cleveland County offered 59.6 units, while Tillman County, at the other end of the scale, offered 25.5 units. Three charts and two tables present statewide summaries. Units for each school are presented in tabular form (465 tables). (SLD)

ED 379 286 TM 022 623

District Historical Report 1990-1993. Oklahoma Educational

11,000 computers in the Austin schools are more than twice the amount present 3 years ago. Of these, 39% are considered old. This amounts to six students for every one computer in the district. Gains in student achievement have not been significant enough to declare either of the integrated learning systems effective, but the gains made at some schools warrant their continued use. Better communication and training are needed to encourage use of laser disc technology and to ensure the effectiveness of the integrated learning systems. The district should add computers and plan to replace outdated models. Eighteen figures and two tables present evaluation findings. Four attachments provide supplemental information, including the principal questionnaire. (Contains 7 references.) (SLD)

ED 379 306 TM 022 662

Turner, Jeannine
Constructing Tomorrow's Science Classrooms Today. Final Report on the National Science Foundation Grant to the Science Academy of Austin, 1992-93. Publication Number 92.23.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; *Educational Technology; Elementary Secondary Education; Financial Support; Grants; Holistic Approach; Interdisciplinary Approach; Outreach Programs; *Partnerships in Education; *Science Education; Science Instruction; Student Attitudes; Teacher Attitudes; *Technological Advancement
IDENTIFIERS- *Austin Independent School District TX; *National Science Foundation

The Science Academy of Austin (Texas) was given a 4-year National Science Foundation (NSF) grant beginning in 1990-91. This evaluation report covers the third year of implementation. The grant provides a vehicle for linking the public and private sectors in Austin with the school system, providing in-depth partnerships for creating a thinking curriculum with two major goals: improving teaching skills with technology tools and increasing student learning and performance through holistic, interdisciplinary approaches. In the evaluated year, NSF funds provided staff development, student involvement in outreach activities in elementary schools, development of a groundwater curriculum for high school students, development of new private and public sector partnerships, followup on previous development, and additional staff. Evaluation suggested positive attitudes on the parts of teachers and students and useful curriculum changes. Recommendations are offered for program continuation. Ten figures illustrate the evaluation findings. (Contains 7 references.) (SLD)

ED 379 307 TM 022 663

Sanchez, Mario
Dropout Report, 1992-93. Publication Number 93.17.
PUB DATE- Apr 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

drafted by the National Committee on Science Education Standards and Assessment, and the "National Standards for Civics and Government," proposed by the Center for Civic Education. Through qualitative analyses of each of the publications and supporting literature, a set of eight K-12 exit outcomes was synthesized. How the national standards correlate with these outcomes is discussed, and fundamental evaluation standards are suggested to accompany the exit outcomes. These exit outcomes, like the national standards, focus on essential skills, abilities, and behaviors, to participate and communicate effectively within and among the disciplines and to make use of technological advances to facilitate learning. A 10-item annotated bibliography is attached. (SLD)

ED 379 328 TM 022 704

Manatt, Richard P.
A Total Systems Approach to Performance Evaluation: How the School Improvement Model (SIM) Uses Evaluation To Improve Teaching and Learning.
PUB DATE- Jul 94
NOTE- 15p.; Paper presented at the Annual National Evaluation Institute of the Center for Research on Educational Accountability and Teacher Evaluation (3rd, Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Curriculum Evaluation; Educational Assessment; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; Feedback; Learning; Models; Student Evaluation; Supervision; *Systems Approach; *Teacher Evaluation; Teaching Methods
IDENTIFIERS- *School Improvement Model

The School Improvement Model of teacher performance evaluation is described, and its development is traced. Original work in the late 1960s in Naperville (Illinois) and subsequent work by Iowa State University and several cooperating school districts led to the development of a model of teacher evaluation that included multiple appraisers, student feedback about teachers, formative and summative steps, a modified clinical supervision cycle, and a written agreement for improved performance in the next cycle. The model has been developed and refined in actual practice in a series of school districts and consortia since 1978. It features both curriculum assessment and feedback. Goals and standards are established, and teachers are enabled to use both in teaching. Checks on student performance are used not only for grading and evaluation of students but to describe individual learning difficulties through feedback and to prescribe specific remediation and reteaching procedures. Current work with a microcomputer-based system is proving demanding but worthwhile in pursuit of the Goals 2000 objectives. One table and four figures illustrate the discussion. (Contains 19 references.) (SLD)

ED 379 329 TM 022 707

Thomas, Linda; Thompson, Bruce
Perceptions of Control Over Health: A Confirmatory LISREL Construct Validity Study.
PUB DATE- Nov 94

obligations, further characterized in these terms: (1) nature of work (basic research, applied research, and development); (2) performer; (3) field of science or engineering; and (4) federal RD funding by state. Obligations for research performance at universities and colleges by fields of science or engineering are also shown, as are RD plant data. Data are summarized in 153 tables. Appendix A lists agencies included in the annual survey for volumes 23 through the present volume 42. (SLD)

ED 379 349 TM 022 743

Marth, Joseph R.; Newman, Isadore
The Second-Order Factor Structure of the 16 PF: A Four Factor Solution.
PUB DATE- Oct 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association Conference (Chicago, IL, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; Factor Analysis; *Factor Structure; High Schools; *High School Students; *Personality Measures; Personality Traits
IDENTIFIERS- *Second Order Effects; *Sixteen Personality Factor Questionnaire

A review of the research into the second-order factor structure of the 16 Personality Factor Questionnaire (16 PF) indicates disagreement about the number and meaning of the second-order factors. However, repeated analyses of the second-order factor structure have consistently found fewer than the eight factors suggested by Catell (1973) and the Institute for Personality and Ability Testing (IPAT) (1972). This research extended knowledge in this area by investigating the second-order factor structure of the 16 PF and comparing the results to those found in previous studies. The sample consisted of 2,225 individuals who applied to the college of education of a large university who took the 16 PF as part of admissions requirements. Results yielded a four-factor solution, one of the smallest factor solutions yet obtained. These findings are more consistent with previously reported five-factor solutions and the five second-order factors common to five personality questionnaires than with the eight-factor solution of Catell and IPAT. Ten tables present study findings. (Contains 15 references.) (Author/SLD)

ED 379 350 TM 022 744

Marth, Joseph; And Others
Evaluating Organizational Training Programs: Alternatives and Criteria for Selection.
PUB DATE- Oct 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Decision Making; *Evaluation Methods; Matrices; Objectives; *Organizations (Groups); *Program Evaluation; *Selection; Surveys; *Training
IDENTIFIERS- *Utility Analysis

policy for underachieving students to a rigorous curriculum with increased support for low-achieving students. The San Diego program has been extremely successful in preparing students for college. Forty-eight percent of the 248 students who completed 3 years of AVID enrolled in four-year colleges, 40 percent enrolled in two-year colleges, and the remaining 12 percent are working, traveling, or doing voluntary work. Parental income and education are not responsible for the impressive college enrollment figures, since students from the lowest income strata are enrolling in equal or higher proportion to those from higher income groups. The search for reasons for AVID's success indicates that teachers explicitly teach aspects of the implicit culture of the classroom and hidden curriculum of the school, and they mediate relationships among families, high schools, and colleges. AVID gives its students social and cultural capital. (Contains 43 references and 6 figures.) (Author/SLD)

ED 379 369 UD 030 283

Immerwahr, John; And Others
The Broken Contract. Connecticut Citizens Look at Public Education.
SPONS. AGENCY- William Caspar Graustein Memorial Fund, New Haven, CT.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Blacks; Discipline; *Educational Change; Educational Improvement; Elementary Secondary Education; Minority Groups; *Parent Participation; *Public Opinion; Public Schools; *School Desegregation; School Safety; Surveys; Whites
IDENTIFIERS- African Americans; *Connecticut; Focus Groups

A state-wide survey of public attitudes about education in Connecticut conducted by Public Agenda, supplemented by focus groups and a survey of educators and community leaders, suggests that the Connecticut public is ambivalent about support for education and for proposals to integrate the schools. Resistance seems to stem from the public perception that educators and parents themselves have broken the contract with the public. The Connecticut public believes that the schools are failing to maintain a safe environment for children, that they are not doing a good job of teaching the basics, and that the schools are not stressing discipline and good work habits. They also think that parents are not fulfilling their responsibilities. The study focuses specifically on integration and the plight of inner-city schools, where the problems recognized throughout the state are seen as compounded by social problems. African Americans are more likely (87 percent) than Whites (67 percent) to endorse integration as a goal and a value, with Latinos between the two groups (81 percent), but there is general agreement about violence, crime, and drugs in the schools. Eighteen tables present survey findings. Contains an eight-item list of related Public Agenda publications. (SLD)

ED 379 370 UD 030 298

Webb, Margot
Coping with Street Gangs.
PUB DATE- 92

McHale, Sharon
Evaluation of the Career Education Center (1993-94).
PUB DATE- 1 Aug 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Career Education; Dropout Prevention; *Educationally Disadvantaged; Foster Care; High Risk Students; *High Schools; High School Students; *Homeless People; *Nontraditional Education; Program Evaluation; Public Agencies; Self Esteem; *Urban Schools
IDENTIFIERS- Career Education Project; *New York City Board of Education

The Career Education Center (CEC) is an alternative high school educational program than began in 1989 to serve the needs of adolescents in New York City who are homeless, educationally disadvantaged, do not fit into a traditional high school setting, or who are awaiting foster care placement. The CEC supports these students, bolsters their self-esteem, and sets up alternative learning centers at host agencies to accommodate students. As of September 1993, CEC was serving approximately 1,300 students at 33 sites. Interviews at seven CEC sites with program staff and agency directors were the basis for the 1993-94 evaluation. Students at each site were also interviewed. Overall, the CEC program is found to be highly successful in serving the varied needs of these high-risk students. Classes are small in the CEC program, and teachers are able to assess students' strengths and weaknesses better and more quickly. Student programs are a major strength of the program, as is the smooth working collaboration among personnel. Improvements in student attendance, self-esteem, and academic achievement have been noted. One table and six figures present evaluation findings. (SLD)

ED 379 391 UD 030 319

Invisible Walls: A Study of Racial Division and the Challenge of Building Bridges of Understanding in the St. Paul, MN Area Schools.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Intergroup Relations; Interviews; Program Development; *Public Schools; Questionnaires; Racial Bias; *Racial Relations; *Secondary School Students; Social Class; *Teachers; *Urban Schools
IDENTIFIERS- Focus Groups; *Saint Paul Public Schools MN

This is a report of a 6-month study of race relations in three public schools in the Saint Paul (Minnesota) metropolitan area. The study is intended to be the first phase of an attempt to improve intergroup relations and the social climate in Saint Paul, Roseville, and South St. Paul schools. Based on 154 interviews, 10 focus groups, and a written questionnaire completed by 1,576 students and 591 teachers, the study provides a composite portrait of intergroup relations and related issues in the 3 school districts. It cites program areas that should be developed as the beginning of a broad strategy to build more effective school communities. Teachers

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Disease Control; Disease Incidence; *Educational Practices; Elementary Secondary Education; Epidemiology; *Health Education; *School Responsibility; School Role; Sexuality; Social Responsibility

This essay contends that the school as a social institution must be challenged to initiate or strengthen instruction on human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS), as school instruction is potentially one of the most effective and efficient means for achieving a reduction in the rate of future HIV infection. The essay provides a brief overview of statistics and other demographic information. Projections of the Centers for Disease Control and Prevention for HIV prevalence and the number of AIDS cases sets a realistic context for understanding the severity and scope of the problem. Institutional factors in general school health programs and HIV education in particular are presented as influences on the provision of school-based education. The critical need for HIV/AIDS education is presented through an examination of recent data on adolescent sexual activity and risk-taking behavior and a summary of the current status of HIV/AIDS education. Necessary components in effective school-based HIV/AIDS education are discussed. (Contains 21 references.) (JDD)

ED 379 251 SP 035 766

Butler, Karen L.
Prospective Teachers' Knowledge, Attitudes, and Behavior Regarding Gay Men and Lesbians.
PUB DATE- Nov 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; College Students; Education Courses; *Education Majors; Higher Education; *Homophobia; *Homosexuality; *Knowledge Level; Lesbianism; Multicultural Education; Negative Attitudes; Preservice Teacher Education; Schools of Education; Stereotypes; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- Kent State University OH

Although student populations of public schools are becoming increasingly diverse, the teacher population has remained relatively homogeneous, and many teachers do not have sufficient knowledge of or experience with other cultural groups to deal with differences in the classroom. Gay men and lesbians comprise one such cultural group. A survey of 42 prospective teachers enrolled in the Human Diversity in Education course at Kent (Ohio) State University measured general attitudes toward homosexuality, knowledge, educator-specific attitudes, and anticipated educator behavior. The prospective teachers identified themselves as being "predominantly heterosexual." Results indicated that the group held slightly homophobic general attitudes and educator-specific attitudes. The group also exhibited a general lack of knowledge about homosexuality. The high percentages of incorrect responses on items alluding to stereotypes regarding gay men and lesbians suggest that misinformation is prevalent. The group also exhibited unwillingness to address gay and lesbian issues adequately in the context of school or to behave in ways that are supportive to gays and lesbians. Carefully

According to the Carnegie Council on Adolescent Development, young adolescents are felt to be far more at risk for self-destructive behaviors than ever before, and middle grades schools are failing to meet students' needs. As part of a plan for restructuring middle grades education, Illinois has created a middle school endorsement added to elementary or secondary teacher certification and has created a model for integrating health, education, and social services into middle level education. One of the university courses designed to meet requirements for the middle school endorsement involves inservice and preservice teachers in learning about basic issues in eight developmentally appropriate areas and embedding those issues within each subject of the regular curriculum. The eight areas include self-esteem, peer relationships, gangs and violence, loss (including death and dying), nutrition, sexual activity, alcohol/drugs/tobacco, and communicable diseases. For each topic, a representative from a community or social service agency presents critical information, and teams of class members devise interdisciplinary units. Appendices to this paper list groups involved in the restructuring process, health and social indicators for early adolescents, health data about students in grades 5 through 8, and a table of contents from a guide to the middle school endorsement course described. Contains five references. (JDD)

ED 379 269   SP 035 798

Ahmad, Mahassen
Texas Nutrition Education and Training Program. Final Evaluation Report for Federal Fiscal Year 1994.
PUB DATE- 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Day Care Centers; Elementary Secondary Education; Food Service; Foods Instruction; *Inservice Teacher Education; Instructional Materials; Library Materials; *Needs Assessment; *Nutrition; *Nutrition Instruction; *Outreach Programs; Postsecondary Education; Private Schools; Program Effectiveness; Program Evaluation; Public Schools; Staff Development; Workshops
IDENTIFIERS- *Texas

This report presents federally mandated evaluations and needs assessments conducted by the Texas Nutrition Education and Training (NET) program during Federal Fiscal Year 1994. General program performance of NET reflected an increase in the number of children in Texas and expansion in NET program activities. Needs assessment data collected from 443 public schools and 41 private schools indicated that nutrition knowledge was, in general, below 70 percent acceptable levels for all populations, and food choices and nutrition practices needed improvement. NET's outreach to food service managers and administrators, teachers, and day care providers is achieved through: workshops developed by NET and delivered by contract trainers; circulation of a NET library collection; development and distribution of instructional and promotional materials on nutrition and food service management; presentations, exhibits, and publications on nutrition education, food service management, and program evaluation; and coordination with related publicly supported programs within Texas. Activities in each of these areas are reported, along with recommendations. An appendix contains evaluation instruments used in NET program

Indicators Program.
PUB DATE- Dec 93
NOTE- 572p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Accountability; Achievement Tests; Attendance; College Entrance Examinations; Context Effect; Dropouts; Educational Change; *Educational History; Elementary Secondary Education; Enrollment; Ethnic Groups; Racial Composition; *School Districts; Standardized Tests; *State Programs; Student Characteristics; Teacher Characteristics; *Testing Programs; *Test Results
IDENTIFIERS- *Educational Indicators; *Oklahoma; Reform Efforts

The 1992-93 school year was the third complete year under the mandates of the Oklahoma school reform act initiated in 1989, which established the Oklahoma Educational Indicators Program. This report identifies progress or change that has occurred in a variety of educational areas since the inception of reforms in every school district in Oklahoma. Indicators used fall into the two groups of results and context. Among results are standardized achievement test scores and student attendance rates. Contextual information is shown in a historical fashion in the two basic categories of student information and teacher information. Since the reform initiative began, state-level standardized achievement test results have grown significantly, particularly in the lower grades. The state dropout rate has declined slightly, although the state attendance rate has also shown a slight decline since 1990. Scores in the American College Test increased slightly. The student enrollment has grown, and its ethnic composition has changed, with a corresponding increase in the number of teachers. School indicators are presented for elementary districts (130 tables) and independent districts (430 tables). (SLD)

ED 379 287 TM 022 625

Results 1993. Oklahoma Educational Indicators Program. District Report.
PUB DATE- Feb 94
NOTE- 599p.; For the school report, see TM 022 621. For the state report, see ED 378 242.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Accountability; Achievement Gains; Achievement Tests; Annual Reports; College Entrance Examinations; Cost Effectiveness; Educational Assessment; Educational Change; Elementary Secondary Education; Enrollment; Outcomes of Education; Program Evaluation; Public Schools; *School Districts; Standardized Tests; *State Programs; Tables (Data); *Testing Programs; *Test Results
IDENTIFIERS- *Educational Indicators; *Oklahoma; Reform Efforts

This report is a graphic presentation of teacher and student information, revenue and expenditure data, test results, and other student outcomes for each public school district. The indicators in the district report reflect the increased student enrollment (594,326) and staff (38,290) in 1993, as well as the new cost accounting system used by the Oklahoma Department of Education. Achievement test scores have generally increased, while dropouts have declined slightly since 1990. A separate page for each district shows indicators in the following major categories: (1) teacher characteristics; (2) student outcomes; (3) student achievement; (4) student characteristics; (5)

DESCRIPTORS- Cohort Analysis; *Dropouts; *Educational Trends; *Ethnic Groups; *High School Students; Hispanic Americans; *Junior High School Students; *School Statistics; Secondary Education; Trend Analysis
IDENTIFIERS- *Austin Independent School District TX

The Office of Research and Evaluation of the Austin Independent School District TX annually collects dropout statistics for grades 7 through 12. This report contains various summaries and more detailed breakdowns for rates from 1985-86 to 1992-93. The class of 1993 had a 4-year dropout rate of 23.3%, the lowest rate in the last 5 years. Except for the class of 1992, this is consistent with previous decreasing trends. The annual dropout rate for grades 7 and 8 has been decreasing since 1984-85, reaching 3.7% in 1992-93. Hispanics have the highest dropout rate of any ethnic group in Austin's schools. The annual high school rate increased in 1992-93 for the first time since 1987-88. The class of 1994 has a 3-year dropout rate of 19.3%, which is higher than the 3-year rate for the class of 1993. While the long-term dropout rate improved, the annual rate remained above 6% and did not improve in 1992-93, meaning that most of the district's schools are at the clearly unacceptable rate of the Texas Education Agency's Academic Excellence Indicator System. Eighteen figures, and 4 attachments with 12 tables present evaluation findings. (Contains 41 references.) (SLD)

ED 379 308 TM 022 665

Hooper, William L.
Teaching Critical Thinking in the Fine Arts.
PUB DATE- 94
NOTE- 13p.; Paper presented at the International Conference on Critical Thinking and Educational Reform (14th, Rohnert Park, CA, July 30-August 3, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Critical Thinking; Elementary Secondary Education; *Fine Arts; Homework; Problem Solving; Standards; *Teaching Methods; *Thinking Skills; Writing (Composition)

Critical thinking in the fine arts is defined as a reasonable and reflective thinking that is focused on what to believe and to do in relation to the fine arts. It is a process designed to help students develop awareness, appreciation, and understanding as they think clearly and critically about the arts and learn to express their ideas in a logical and concise manner. Methods used to teach critical thinking in the fine arts are: (1) homework almost daily; (2) testing through essays, objective tests, and short-answer questions; (3) writing assignment; (4) critical thinking exercises; and (5) group problem-solving. Examples of assignments and test items are presented, along with writing standards for the different reviews and critiques required. (SLD)

ED 379 309 TM 022 670

Shaughnessy, Michael F.; And Others
Scores on the 16 Personality Factor Test and Success in College Calculus 1.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *College Students; *Construct Validity; Factor Structure; Goodness of Fit; *Health; Higher Education; *Item Banks; *Locus of Control; Matrices; Maximum Likelihood Statistics; *Student Attitudes; Test Items
IDENTIFIERS- Confirmatory Factor Analysis; *LISREL Computer Program; Multidimensional Health Locus of Control Scales

People's beliefs about the origins of their health, sometimes referred to as health locus of control, have been shown to influence a variety of important behaviors, including the propensity to engage in effective health maintenance activities, and the willingness to seek and follow medical advice. The purpose of the present study was to explore the nature, i.e., the structure of the health locus of control beliefs, using the Multidimensional Health Locus of Control Scales. The sample size (609 college students) was sufficiently large to allow the use of confirmatory maximum-likelihood factor analyses. The robustness of construct validity findings across various matrices of inter-item association was also investigated. Results suggest that the development of larger and more diverse item pools measuring more constructs might be useful in further exploring the structure of health locus of control beliefs. Such item pools would allow the identification of more factors and better model fit than the model supported in this study, one with three factors (six items per factor) correlated with each other. An appendix lists the 18 scale items. (Contains 38 references and 6 tables.) (Author/SLD)

ED 379 330 TM 022 708

Assessment Alternatives Study Group Year One Report.
SPONS. AGENCY- Kansas National Education Association, Topeka.; Kansas State Board of Education, Topeka.; Mid-Continent Regional Educational Lab., Aurora, CO.; National Education Association, Washington, D.C.
PUB DATE- 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Research; Elementary Secondary Education; Mathematics Education; Science Education; State Programs; *Student Evaluation; Teleconferencing; *Test Construction; *Testing Programs; Test Use; Writing (Composition)
IDENTIFIERS- *Alternative Assessment; *Kansas; Performance Based Evaluation

Quality Performance Accreditation (QPA), as mandated by the Kansas State Board of Education, requires schools to document student learning through multiple assessment strategies and requires students to participate in state-developed assessments in reading, writing, mathematics, and science. The Kansas National Education Association has joined other National Education Association affiliates in studying state efforts in assessment and accountability. Their study is supported by the state and the Mid-Continent Regional Educational Laboratory. The impact of QPA and state assessments on Kansas teachers is being investigated through a study of the efforts of six pairs

Managers and program sponsors are often unaware of possible alternatives to costly training evaluation procedures and do not have criteria for selecting alternatives. What is needed is an understanding of the various levels of evaluating training programs, feasible alternatives, and decision criteria for choosing the right system. It is proposed that Kirkpatrick's four levels of training evaluation, plus three enhancements be used: (1) Level 2 enhancement, perceptions of objective mastery; (2) Level 3 enhancement, perceptions of objective transfer; and (3) Level 4 enhancement, utility theory estimates. The first two alternatives involve using surveys and existing instructional objectives. The last alternative involves utility calculations based on the Schmidt, Hunter, and Pearlman (1982) model. Decisions about implementing training evaluation and the degree of sophistication should be based on the criteria of feasibility, propriety, utility, and accuracy. By mapping these criteria against the four-plus levels of evaluation, a decision matrix is obtained, and organizational trainers and educators are able to determine the appropriate degree of evaluation of their training programs. One figure presents the decision matrix. (Contains 15 references.) (Author/SLD)

ED 379 351 TM 022 745

Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1992. Detailed Statistical Tables.
PUB DATE- 94
NOTE- 307p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Colleges; *Educational Finance; Engineering; *Federal Aid; Federal Government; Federal Legislation; *Financial Support; Government Role; *Higher Education; Nonprofit Organizations; *Research and Development; Research and Development Centers; Statistics; Surveys; Tables (Data); Universities

Institutions of higher education perform about half of the nation's basic research. Consequently, the level, distribution, and characteristics of federal academic support are of much interest to officials at all government levels and in nongovernmental sectors. Federal legislation requires that the National Science Foundation (NSF) determine the total amount of money for scientific and engineering research received by educational institutions and appropriate nonprofit organizations. NSF annually collects statistical data from the 15 federal agencies that account for virtually all support for science and engineering research and development at educational institutions. These data provide information that enables users to determine patterns of support over time and to compare patterns for individual institutions. Data are presented on total program support, total science and engineering support by institution, and research and development support to nonprofit institutions and associated federally funded research and development centers. Data are presented in 52 tables. (SLD)

ED 379 352 TM 022 747

Daniel, Larry G.; King, Debra A.
Factor Validity and Reliability of the Self-Esteem Index: Finding Inconsistencies between Normative and Field Study Results.
PUB DATE- Nov 94

NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Coping; Delinquency; Elementary Secondary Education; *Group Membership; Interpersonal Relationship; *Juvenile Gangs; *Peer Groups; Safety; *Urban Problems; Urban Youth; Violence; Youth Clubs

This guide to coping with street gangs is aimed at the young person who may be considering gang membership or who is afraid of gang violence. Understanding gangs leads to the ability to cope with the problems they pose. Part I explores "What Gangs Are," explaining characteristics of gangs and why young people join them. It is essential that adolescents understand that despite the killings and other violence, gang members bond with each other, some considering the gang a substitute for the family they lack. Others join because they feel a need to fit in and because a gang can strengthen a member's sense of group identity. Part 2 discusses coping with gangs, suggesting some things one can do to be safe. The following are considered: (1) coping with one's own emotions; (2) poverty; (3) broken families; (4) neighborhood problems; (5) the need to belong; (6) gangs themselves; (7) threats and violence at school; (8) drugs and dealers; (9) violence on the streets; (10) dealing with death; (11) family members who are gang members; (12) leaving the gang; and (13) the Guardian Angels as a possible solution. An appendix lists resources and places to get help, as well as 30 books and articles for additional reading. (SLD)

ED 379 371   UD 030 299

Quadagno, Jill
The Color of Welfare. How Racism Undermined the War on Poverty.
PUB DATE- 94
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Civil Rights; Day Care; *Economically Disadvantaged; Equal Opportunities (Jobs); Ethnic Groups; Minority Groups; Mothers; Political Influences; Poverty; *Public Policy; Racial Bias; *Racial Discrimination; *Social Problems; Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Johnson (Lyndon Baines); Reform Efforts; *War on Poverty; *White Backlash

It is racism that has undermined the War on Poverty declared by Lyndon Johnson, and the country must come to terms with its history of racism if there is to be any hope of accomplishing welfare reform today. American social policy has continually foundered on issues of race. The antipoverty efforts begun by the Johnson administration were never fully realized because they became entwined with the civil rights movement, and triggered a white backlash. The shift of emphasis from all the poor to those disadvantaged by racial and ethnic bias alienated some white working-class Americans. Recognizing the disenchantment of the white middle class, the Nixon administration began to cut back welfare reform. Among the discussions of equal employment opportunity and political influences, the exploration of the politics of motherhood is particularly interesting. By the end of the 1960s, child care and students indicate that the schools are marked by deteriorating race relations, with high rates of racial harassment (54 percent of students complain), and only a tenuous peace. Students are divided along race and class lines, and feel little sense of community. Recommendations for a new broad strategy call for better leadership, mobilization of school and community leaders, and development of program models that are presently effective on a smaller scale. Five graphs present study findings. Both student and teacher questionnaires are attached. (SLD)

ED 379 392 UD 030 320

Wang, Margaret C., Ed.; Gordon, Edmund W., Ed.
Educational Resilience in Inner-City America. Challenges and Prospects.
PUB DATE- 94
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment (to Environment); Blacks; Context Effect; *Educational Change; Educational Improvement; *Educationally Disadvantaged; Educational Research; *Elementary Secondary Education; Individual Development; *Inner City; Special Education; Student Characteristics; *Urban Schools; Urban Youth
IDENTIFIERS- African Americans; Reform Efforts; *Resilience (Personality)

This collection attempts to broaden understanding of how to magnify circumstances known to enhance development and education in order to advance opportunities for all children, especially children and youth of the inner cities. Focuses are on raising consciousness about opportunities available to foster resilience and on synthesizing the knowledge base that is central to implementing improvements. Chapters are: (1) "Resilience in Individual Development: Successful Adaptation Despite Risk and Adversity" (Ann S. Masten); (2) "Variations in the Experience of Resilience" (Edmund W. Gordon and Lauren Dohee Song); (3) "Educational Resilience in Inner Cities" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (4) "Understanding Resilient Students: The Use of National Longitudinal Databases" (Samuel S. Peng); (5) "The Americanization of Resilience: Deconstructing Research Practice" (Leo C. Rigsby); (6) "On Resilience: Questions of Validity" (David W. Bartelt); (7) "Resilience as a Dispositional Quality: Some Methodological Points" (Joan McCord); (8) "Risk and Resilience: Contextual Influences on the Development of African-American Adolescents" (Ronald D. Taylor); (9) "Special Education as a Resilience-Related Venture" (Maynard C. Reynolds); (10) "Effectiveness and Efficiency in Inner-City Public Schools: Charting School Resilience" (Lascelles Anderson); (11) "Understanding Resilience: Implications for Inner-City Schools and Their Near and Far Communities" (H. Jerome Freiberg); (12) "Contextualizing Resiliency" (Howard A. Liddle); (13) "Organizing for Responsiveness: The Heterogeneous School Community" (Diana Oxley); and (14) "Epilogue: Educational Resilience--Challenges and Prospects" (Edmund W. Gordon and Margaret C. Wang). (SLD)

ED 379 393 UD 030 321

Paley, Vivian Gussin

planned and implemented formal instruction may be helpful in changing negative attitudes toward diversity in sexual orientation. Successful interventions may take a cognitive approach, an affective approach, or some combination of the two. (Contains 56 references.) (JDD)

ED 379 252 SP 035 768

McKay, Joane W.
A Report on the Assessment Procedures Used in the Evaluation of Student Teaching at the Middle School Level.
PUB DATE- Nov 94
NOTE- 12p.; Paper presented at the Academic Exchange Conference of the Dalian Institute of Education (4th, Dalian, China, November 8-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Evaluation Methods; Higher Education; Intermediate Grades; Junior High Schools; *Middle Schools; *Preservice Teacher Education; *Student Teacher Evaluation; Student Teachers; Student Teaching; *Teacher Competencies; *Teacher Effectiveness
IDENTIFIERS- *Authentic Assessment; National Board for Professional Teaching Standards; *University of Northern Iowa

This conference paper on assessment of the qualities of student teachers in middle schools discusses the concepts of authentic assessment, continuous evaluation, the roles of the cooperating teacher and the university coordinator, and assessment procedures used at the University of Northern Iowa. Eleven categories are presented for use in determining, at mid-term of the student teaching experience, whether a student teacher is meeting the requirements to become an effective teacher. These are: knowledge of content and skills areas, knowledge of learners/learning process, use of instructional planning strategies, use of instructional strategies/teaching styles, use of management and discipline strategies, use of communication strategies, use of assessing/diagnosing/evaluating strategies, use of motivation strategies, use of problem-solving/decision making strategies, use of human relations strategies, and professional characteristics/personal qualities. For the final evaluation, the cooperating teacher assesses the student's skills and competencies, classroom management, areas needing improvement, character and personality, and prediction for success. The certification standards of the National Board for Professional Teaching Standards are outlined. A sample lesson plan for teaching computer and research skills to seventh graders is appended. (JDD)

ED 379 253 SP 035 769

Mulcahy, D. G.
Goals 2000 and the Role of the National Education Standards and Improvement Council.
PUB DATE- Nov 94
NOTE- 11p.; Paper presented at the Annual Conference of the American Educational Studies Association (Chapel Hill, NC, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

outreach. (JDD)

ED 379 270 SP 035 800

Facts about...Blood Cholesterol. Revised.
PUB DATE- Aug 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; *At Risk Persons; Children; *Dietetics; *Eating Habits; Food; *Heart Disorders; Nutrition; Obesity; Physical Health
IDENTIFIERS- *Cholesterol

This fact sheet on blood cholesterol examines the connection between cholesterol and heart disease, lists risk factors for heart disease that can and cannot be controlled, points out who can benefit from lowering blood cholesterol, distinguishes between blood and dietary cholesterol, describes low density lipoprotein and high density lipoprotein types of cholesterol, reviews factors that affect blood cholesterol, and urges adults to have their blood cholesterol checked. Guidelines are presented for heart-healthy living, such as choosing foods low in total fat and saturated fat, choosing foods high in starch and fiber, maintaining a healthy weight, and being more physically active. Buying tips and preparation tips are offered for various types of food. Other guidelines discuss using food labels, eating out the heart healthy way, making physical activity part of one's routine, and losing weight sensibly. A question and answer section offers guidance on such concerns as cholesterol levels in children, triglycerides, and impact of blood cholesterol on longevity. Three tables list: (1) saturated fat, total fat, cholesterol, calories, and sodium for some basic foods; (2) food label claims; and (3) recommended amounts of saturated and total fat based on calorie consumption. (JDD)

ED 379 271 SP 035 802

Health Care: School-Based Health Centers Can Expand Access for Children. Report to the Chairman, Committee on Government Operations, House of Representatives.
PUB DATE- Dec 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Case Studies; Cooperative Programs; Elementary Secondary Education; *Integrated Services; *Program Effectiveness; Program Evaluation; *School Community Programs; *School Health Services; Social Services
IDENTIFIERS- *Comprehensive School Health Programs

This report reviews the role of school-based health centers (SBHCs) in expanding children's access to health care, and examines financial and other obstacles SBHCs must overcome. The report is based on a literature review; interviews with officials; and case studies conducted at eight SBHCs in California, New Mexico, and New York. The study found that state, local, and private funds supply most of the financing for centers; several federal programs (primarily Medicaid and the Maternal and Child Health Block Grant program) supplement

revenue sources; (6) areas of expenditure; and (7) revenues and expenditures on a per-pupil basis. Information is given in tabular form for 568 school districts. (SLD)

ED 379 288 TM 022 630

Guskey, Thomas R., Ed.
High Stakes Performance Assessment: Perspectives on Kentucky's Educational Reform.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Curriculum Development; Educational Assessment; *Educational Change; Elementary Secondary Education; Portfolios (Background Materials); Program Implementation; State Legislation; *State Programs; *Test Construction; *Testing Programs; Test Use
IDENTIFIERS- *High Stakes Tests; *Kentucky; Performance Based Evaluation; Reform Efforts

The perspectives in these essays present an examination of the Kentucky educational reform effort, with an examination of its rationale, various facets, and the reactions to its implementation. The ambitious assessment system includes multiple-choice and open-ended items, performance tasks, and portfolio assessments. The following are included: (1) "Development of the Kentucky Instructional Results Information System (KIRIS)" (Edward Kifer); (2) "Impact on Curriculum and Educational Reform" (Peter Winograd and Karen Schuster Webb); (3) "Ensuring Educational Accountability" (C. Scott Trimble); (4) "A School District's Perspective" (Ben R. Oldham); and (5) "Theoretical and Practical Implications" (Edward H. Haertel). Three appendixes discuss assessment and accountability legislation and contain an accountability worksheet and index baseline summary. (Contains 26 references.) (SLD)

ED 379 289 TM 022 631

Facts & Figures about Education in Alaska 1994.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Boarding Schools; College Entrance Examinations; Elementary Secondary Education; *Enrollment; Expenditures; Federal Aid; High School Graduates; Home Programs; Income; Lunch Programs; Private Schools; *Public Schools; *School Districts; *School Statistics; Scores; State Programs; Student Characteristics; Superintendents; Teacher Characteristics; Testing Programs; *Test Results
IDENTIFIERS- ACT Assessment; *Alaska; Scholastic Aptitude Test

This brochure provides educators, statisticians, the press, the public, and other interested parties with selected facts and figures about education in Alaska. Brief tables give: (1) general district and school information for Alaska's 54 public school districts and its private schools; (2) student information, including enrollment and graduates for the state; (3) achievement test scores for the Scholastic Achievement Test and the American College Test; (4) staffing information; (5)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Calculus; *College Students; Factor Structure; *Grades (Scholastic); Higher Education; Persistence; Personality Assessment; *Personality Measures; Personality Traits; Prediction; Regression (Statistics); *Scores; Statistical Analysis
IDENTIFIERS- *Sixteen Personality Factor Questionnaire

This study explored personality variables measured by the 16 Personality Factor (16PF) test and their relevance to success, as defined by the final course grade, in college calculus courses with 94 students. Two personality variables were significant predictors of success as determined by the final course grade. A Statistical Analysis System multiple regression procedure found Factor G of the test (conscientious, conforming, moralistic, staid, rule-bound) to be a significant predictor of success. Factor G can be considered a measure of persistence and perseverance. The relevance of Factor A was less clear, but it was statistically significant in the multiple regression. Three tables illustrate statistical findings. (Contains 7 references.) (SLD)

ED 379 310 TM 022 671

Stone, Gregory Ethan
The Historical Development of Fit and Its Assessment in the Computer Adaptive Testing Environment.
PUB DATE- Oct 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Educational Assessment; Educational History; *Goodness of Fit; Models; Regression (Statistics); *Responses; Simulation; Statistical Studies; *Test Construction; Test Format
IDENTIFIERS- *Rasch Model

The quality of fit between the data and the measurement model is fundamental to any discussion of results. Fit has been the subject of inquiry since as early as the 1920s. Most early explorations concentrated on assessing global fit or subset fits on fixed length, traditional paper and pencil tests given as a single unit. The detection of aberrant response patterns in the new computer adaptive format is vital to the continued establishment of confident, quality measures. It would appear that detection strategies emphasizing the effectiveness of the targeting process are more important indicators of aberration during review than are traditional fit statistics. In fact, the targeting issue becomes a fit issue. For the investigations described, three simulated examinee records were selected, and each simulated examinee took a computer adaptive test of previously Rasch calibrated items. This exploratory study suggests that both regression and standardized measure change approaches may be viable techniques for the detection of response alteration patterns that are questionable. The educational importance of misfit is discussed. Three tables and five figures present simulation results. (Contains 18 references.) (SLD)

ED 379 311 TM 022 672

Smith, Michael J.

of teachers who have met and used video conferencing to explore the impacts of assessment. This first year's report makes clear the teachers' understanding that assessment is, above all, a process. Teachers are recognizing their need for further training, and are acknowledging that alternative assessments are giving them valuable additional tools for improvement, but are in themselves no panacea. An appendix includes application materials and site information. Materials from six study sites are also attached. (Contains 59 references.) (SLD)

ED 379 331 TM 022 709

Boser, Judith A.; Clark, Sheldon B.
Effect of Response Rate on Results of a Follow-up Employment Survey.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Education Majors; *Employment Patterns; *Followup Studies; *Graduate Surveys; Internship Programs; Participation; Research Methodology; *Response Rates (Questionnaires); Responses; *Teaching (Occupation)

The influence of survey return rate and sources of information other than the survey on the teaching employment rate (as calculated) in the year following completion of a teacher preparation program were studied. A second objective was to investigate the tendency to respond for these individuals. A total of 291 individuals formed the target population for the study following graduates of a teaching internship. Thirty-four percent responded to the initial survey, and 69.8% were teaching. The second mailing increased the response rate to 51%, and the cumulative percentage teaching to 71.7%. The third request brought the response rate to 57% and the teaching rate to 73.6%. Telephone calls and late responses increased response rate but depressed teaching rate. Adding information from other sources brought coverage to 93%, and the percentage teaching to 75.5%. A spring survey yielded similar results for nonrespondents. From a statistical point of view, early returns did not differ significantly from those achieved by subsequent efforts. Results also suggest that deciding to participate in a survey is highly dependent on the inclination of the individual. Two tables present study findings. (Contains 26 references.) (SLD)

ED 379 332 TM 022 710

Stansfield, Charles W.; Spolsky, Bernard
Suggestions from Representatives of the International Language Testing Association for Revision of the "AERA/APA/NCME Standards for Educational and Psychological Testing."
PUB DATE- Oct 94
NOTE- 8p.; Testimony delivered before the Joint Committee on Standards for Educational and Psychological Testing of the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME), at the Open Conference on Revision of the "Standards" (Crystal City, VA, October 5-7, 1994).
LANGUAGE- English

NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 8-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Estimation (Mathematics); *Factor Structure; Field Studies; *Goodness of Fit; Models; Norms; Self Esteem; Special Education; Test Items; Test Reliability; Test Use; *Test Validity
IDENTIFIERS- *Exploratory Factor Analysis; LISREL Computer Program; *Self Esteem Index (Brown and Alexander)

This study offers field estimates of the factor validity and internal consistency reliability of the Self-Esteem Index (SEI) using SEI data from 208 regular and special education students in grades 3, 4, and 5. Exploratory factor analytic results support the existence of four factors as anticipated; however, various inconsistencies are noted between the anticipated and actual factors with which particular items are associated. Likewise, confirmatory LISREL results indicate a somewhat poor fit of the data to the expected factor model. Alpha reliability results are somewhat more promising, with coefficients for the entire scale and the four anticipated subscales exceeding 0.80. Based on the findings, cautions are offered regarding use of the instrument in educational settings. Two tables are included. (Contains 22 references.) (Author/SLD)

ED 379 353 TM 022 748

Shepard, Lorrie; And Others
Second Report on Case Study of the Effects of Alternative Assessment in Instruction. Student Learning and Accountability Practices. Project 3.1. Studies in Improving Classroom and Local Assessments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 121p.; Papers presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Case Studies; *Educational Assessment; *Elementary School Students; Grade 3; Instructional Effectiveness; *Learning; Primary Education; Program Evaluation; *Student Attitudes; Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- *Performance Based Evaluation

Three papers are presented that summarize current project findings from a study of the actual effects of introducing new forms of assessment at the classroom level. All focus on aspects of performance assessment as an alternative to traditional assessments. "Effects of Introducing Classroom Performance Assessments on Student Learning" by Lorrie A. Shepard, and others, examines effects of performance assessment on the learning of third graders in 13 classrooms. "'How Does my Teacher Know What I Know?' Third Graders' Perceptions of Math, Reading, and Assessment" by Kathryn H. Davinroy, Carribeth L. Bliem, and Vicky Mayfield uses interviews with students in the classrooms of the larger study to explore policy had also become embroiled in the struggle for racial equality. Day care and aid to families with dependent children became associated with minority issues, to the eventual detriment of such programs. (Contains 31 references.) (SLD)

ED 379 372 UD 030 300

Reddy, Maureen T.
Crossing the Color Line. Race, Parenting, and Culture.
PUB DATE- 94
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blacks; Child Development; Cultural Differences; Culture; Elementary Secondary Education; Feminism; Interpersonal Relationship; *Mothers; *Parent Child Relationship; Parenting Skills; Personal Narratives; Racial Differences; *Racial Identification; *Whites
IDENTIFIERS- Biracial Children; Biracial Family; Interracial Children; *Interracial Family

This autobiographical narrative explores the life and experiences as a parent (the white mother) of racially mixed children, identified by society and their family as black. The author's search is to understand her own whiteness, rather than to understand the blackness of her family. Her feminist perspective means that she examines race and gender together, particularly as she explores her relationship with and parenting of her son. Early chapters discuss the author's coming to terms with her own ambiguous racial position and her relationship with her husband before the birth of her son. The child's developing awareness of racial categories and gender roles is considered, as are ways of awakening racial identities. The author draws on her son's school experiences as a grounding narrative when explaining how schools teach racism. A final chapter considers relationships between black and white women in the framework of the contemporary women's movement. Reflections largely stem from the birth of the author's daughter. (Contains 80 references.) (SLD)

ED 379 373 UD 030 301

Eoyang, Eugene
Coat of Many Colors. Reflections on Diversity by a Minority of One.
PUB DATE- 95
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; *Educational History; Elementary Secondary Education; Ethnic Groups; *Immigrants; Language Proficiency; Liberal Arts; *Minority Groups; *Multicultural Education; Racial Differences; Second Language Instruction; Second Languages; *United States History

The essays in this collection stress that cultural diversity has always provided the real strength of America. It is argued that Western culture itself is founded on principles that favor a multicultural vision, and that America should reclaim its multiethnic and multilingual heritage. The greatness of America has always depended on the quality of its immigrants. In reality, there are no foreign languages in America, since the

Kwanzaa and Me. A Teacher's Story.
PUB DATE- Feb 95
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; *Cultural Awareness; Cultural Background; Elementary Secondary Education; Preschool Education; Private Schools; Racial Attitudes; Racial Differences; Racial Identification; *Racial Integration; *School Resegregation; Self Concept; Story Telling; *Teacher Attitudes; White Students
IDENTIFIERS- African Americans; Black Separatism; *Kwanzaa

The experiences of a white teacher in an integrated private kindergarten illustrate the consciousness of race that permeates our society. The doubt felt by many African Americans that African American children should attend predominantly white schools is explored, as are the doubts felt by an African American teacher who thinks she might be more useful in an all black school. The teacher incorporates stories of a slave named Kwanzaa into the stories she tells the children. Telling stories is a way to explore the cultural heritage of all the children in the class. These anecdotes are a form of communication that is necessary to ensure that every child has a sense of self in the classroom. Parents and teachers must talk to each other about race as about other issues to begin to work toward community and kinship. (SLD)

ED 379 394 UD 030 323

Ng, Franklin, Ed.; And Others
New Visions in Asian American Studies. Diversity, Community, Power.
PUB DATE- 94
NOTE- 292p.; Essays from the National Conference of the Association for Asian American Studies (8th, Honolulu, Hawaii, May 29-31, 1991).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; Asian Studies; *Cultural Awareness; *Educational History; Elementary Secondary Education; Ethnic Groups; Higher Education; *Literature; *Minority Groups; *Racial Differences; Sex Differences; Social Class; Social Science Research; United States History; Womens Studies

This collection of essays from the eighth national conference of the Association for Asian American Studies is organized into four sections: history and women's studies; social science; literature; and Hawaiian studies. The following papers are included: (1) "History and Women Studies" (Yung); (2) "From Old to New Plantations: Labor's Growing Pains" (McElrath); (3) "Economic and Ethnic Politics in Monterey Park" (Fong); (4) "Hmong Life Stories" (Chan); (5) "A Selected Bibliography and List of Films on the Vietnamese, Cambodian, and Laotian Experience in Southeast Asia and the United States" (Chan); (6) "Attitudes toward Interracial and Interethnic Relationships and Intermarriage among Korean Americans: The Intersections of Race, Gender, and Class Inequality" (Pang); (7) "Asian American Studies: Contemporary Social Science Views" (Fugita); (8) "When Multiethnic Societies Work: Notes on an Ethnic Relations Model in Balance" (Kent); (9) "Nisei Attitudes toward Japanese Language Schools: Personal Accounts Shed Light on the

DESCRIPTORS- *Academic Standards; Educational Improvement; Educational Legislation; *Educational Objectives; *Educational Policy; Educational Quality; Elementary Secondary Education; Evaluation Methods; Federal Government; Federal Legislation; Government Role; Higher Education; Measurement Techniques; National Curriculum; *Policy Formation; *Student Evaluation
IDENTIFIERS- *Goals 2000; *National Education Standards Improvement Council

The National Education Standards and Improvement Council (NESIC) was established in the Goals 2000: Educate America Act. One of NESIC's duties is to identify areas in which specific educational standards ought to be developed. Several complex issues arise in carrying out this duty, such as: the need for standards in such non-content areas as student performance, definition and measurement of standards, accommodation of variability and individualization, one or multiple performance standards, the voluntary nature of the standards, and standards as a de facto national curriculum. Another basic duty of NESIC is to certify voluntary national content standards and voluntary student performance standards. A number of questions arise here as well, such as what subjects should be included, the place of education of feelings and emotions, development of attitudes as tolerance or taking risks, inclusion of family life and health education, and the role of community service. In the area of opportunity-to-learn standards, there are uncertainties regarding what is "fair," what is "restricting" to State and local control of curriculum, and what will protect teachers' professional autonomy. Also needed is a clear articulation by NESIC of how assessment and content are to be aligned, along with strong measures to maintain that alignment. (Contains 11 endnotes.) (JDD)

ED 379 254 SP 035 770

Macke, Susan Martin
Facilitating Professional Development: Foundational Strategies.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chapel Hill, NC, November 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; College School Cooperation; *Cooperative Learning; *Faculty Development; Higher Education; High Schools; Independent Study; *Inservice Teacher Education; *Learner Controlled Instruction; Participative Decision Making; Program Effectiveness; Secondary School Teachers; *Self Directed Groups; Teacher Participation
IDENTIFIERS- Foxfire

This case study examines a 2-year faculty-centered professional development program for high school teachers. The program, which used a Foxfire approach (Wigginton, 1986) and was based on Deweyan principles (Dewey, 1963), involved having the teachers initiate, pursue, and share self-selected, independent group learning projects. Inservice sessions were facilitated by two professors from an affiliated university, with the goals of building a sense of community among faculty and engaging teachers as learners in a cooperative learning experience built upon democratic principles. Study groups were formed. Groups gathered materials, read, discussed, consulted leaders in the field, and visited other schools and then reported their findings to other faculty. Interviews with 13 teachers and 3 these funds. SBHCs were found to offer children easier access to needed health services by bringing providers to the children, furnishing free or low-cost services, and supplying the atmosphere of trust and confidentiality adolescents need. SBHCs do not, however, provide all health services required by students and cannot reach adolescents who have dropped out of school. Major concerns for SBHCs include a lack of stable financing, recruitment and retention of appropriately trained nurse practitioners and physician assistants, controversy over providing reproductive health services, and difficulty in obtaining guidance on establishing SBHCs or solving problems at existing centers. Research measuring the impact of SBHCs on health and education outcomes is sparse. An appendix contains descriptions of the SBHCs studied. (JDD)

ED 379 272 SP 035 804

Stone, Lynda
A Prolegomenon to Postmodern Teaching.
PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chicago, IL, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Instruction; Connected Discourse; Discourse Analysis; *Educational Philosophy; Elementary Secondary Education; Epistemology; Ethics; Higher Education; Inquiry; *Instruction; *Interpersonal Communication; Linguistics; *Modernism; Semantics; *Teaching Models
IDENTIFIERS- *Conversation; *Postmodernism

This conference presentation is offered as a prolegomenon, or introduction, to a paper and research project. The issues of whether prolegomena are modernist explanatory devices and whether postmodern prolegomena are possible are discussed. The paper proposes a research inquiry into "postmodern teaching" initiated through the metaphor of conversations. The idea of conversations epitomizes postmodernity, as they are based in language; relational to persons, locations, and times; interpretive; and open-ended. Groups of persons engaged in conversations about teaching and teaching reform are recorded as they talk about their work. What teaching looks like depends on the conception of teaching from which any teacher begins. Themes and concepts from these recordings frame the analysis (modernism) and disrupt it, pushing and interrupting boundaries (postmodernism). Various analyses of teaching have explored structural, linguistic or semantic, epistemological, and ethical dimensions. These modernist analyses utilize attention to language and to particular forms of logical inquiry to explain the meaning of teaching. Three other concepts characterizing modernist analysis include lucidity, progress, and emancipation. Postmodern teaching is characterized by the contingencies of situation, position, and relation; dissonance; fallibility; irony; and humility. (Contains 25 references.) (JDD)

ED 379 273 SP 035 806

Step by Step: Eating To Lower Your High Blood Cholesterol. Revised.
PUB DATE- Aug 94
NOTE- 106p.
LANGUAGE- English

boarding and home program costs; (6) pupil transportation; (7) audited public revenues; (8) national school food programs in the public schools; (9) school district size and average daily membership; and (10) school district and superintendent information. A Department of Education directory is included. (SLD)

ED 379 290 TM 022 632

Datta, Lois-ellin
A Matter of Consensus. Working Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 17 Aug 94
NOTE- 146p.; "Prepared for OERI at the suggestion of Dr. Laurence Peters."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decision Making; Educational Practices; *Educational Research; *Evaluation Methods; *Information Dissemination; *Participation; Research Utilization; Synthesis
IDENTIFIERS- *Consensus Models; *Office of Educational Research and Improvement; Panel Reviews; Strategy Choice

In response to a recommendation that the Office of Educational Research and Development (OERI) adopt consensus panels such as those used by the National Institutes of Health and the Food and Drug Administration, this paper tries to represent the range of consensus panel applications and to identify the major considerations for OERI application. A pyramid of consensus strategies is possible, with a broad base of many systematic decision-making strategies (such as group discussions or syntheses of reviewer comments) and a top point with a few model consensus panel approaches that require extensive participant agreement and rigorous examination of the evidence. It is noted that there is merit in the recommendation to use consensus development processes, but it is recommended that OERI try the consensus panel strategy of the National Academy of Science report only on a trial basis because effective features of consensus panels in health research probably cannot be transferred to educational research and practice. Strengths and weaknesses of consensus strategies in general and of specific strategies are discussed. Seven appendixes consider methodology and various types of consensus approach, and provide supplemental information. Four attachments provide additional details. (Contains 133 references in Appendix 3.) (SLD)

ED 379 291 TM 022 636

Raggio, Donald J.; Whitten, Janice M.
Raggio Evaluation of Attention Deficit Disorder (READD).
PUB DATE- Sep 94
NOTE- 58p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (25th, Washington, DC, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Disorders;

The Relationship between High School Placement Test Scores, ACT Scores, and GPAs for Central Catholic High School Students.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; *College Entrance Examinations; Correlation; Educational Assessment; *Grade Point Average; High Schools; *High School Students; *Private Schools; Scores; Screening Tests; Standardized Tests; Student Placement; Test Results; *Test Use
IDENTIFIERS- ACT Assessment; Scholastic Testing Service High School Place Test

Many private schools administer some type of standardized test to prospective students in an attempt to assess the student's potential for success in high school. The test results are used to assist the school in deciding whether to accept the student or to assist in the placement of the student in the appropriate curriculum level. This study examined the relationship between the composite scores of the Scholastic Testing Service High School Placement Test (HSPT), American College Test (ACT), and the final high school grade point average (GPA) for all Central Catholic High School Students (Toledo, Ohio) in the class of 1993 (GPA for 321 students, ACT for 264). Results indicated significantly high correlations between HSPT composite scores and GPA as well as HSPT composite scores and ACT scores. Likewise, the results showed significant correlation between ACT composite scores and GPA. The conclusion is that there exists a strong positive relationship between HSPT composite scores, ACT scores, and GPA for Central Catholic students. One table lists cases and standard deviations for variables. (Contains 5 references.) (Author)

ED 379 312 TM 022 673

Ross, David B.
Group Reduction of Test Anxiety: Does It Really Work?
PUB DATE- Oct 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Students; *Group Instruction; Higher Education; Instructional Effectiveness; *Prevention; *Student Attitudes; *Test Anxiety; Test Wiseness; Time Management

This article summarizes the performance of 52 college students who completed a one-credit class for the reduction of test anxiety. The anxiety reduction program uses a variety of study skills and behavioral strategies to improve school performance. The 8-to-10 week class is taught in small groups of from 2 to 6 students. Content focuses on: (1) understanding anxiety; (2) effective time management; (3) managing the moment of crisis; (4) active reading and memory; (5) healthy living habits; (6) test-taking strategies; and (7) rational thinking. Participants demonstrated slightly higher grade averages and improved course completion. Personal comments from the students suggested that some of them had experienced great changes in attitude toward school and life in general. (Contains 6 references.) (SLD)

ED 379 313 TM 022 675

Cennamo, Katherine S.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Testing; Feedback; Language Skills; *Language Tests; *Language Usage; *Psychological Testing; Second Language Instruction; Statistical Analysis; *Test Construction; Test Reliability
IDENTIFIERS- International Language Testing Association; *Performance Based Evaluation; Standard Setting; *Standards for Educational and Psychological Tests

The International Language Testing Association has some 250 members in 15 countries. Most are specialists in the testing of second language skills, with a special interest in performance assessment because of the testing of speaking and writing performance that is critical to second language skills assessment. The association believes that certain areas deserve additional attention in the next version of the "Standards for Educational and Psychological Testing." First of these is the area of standard setting. The current version of the "Standards" gives little guidance about standard-setting approaches. The experience of association members also suggests that reactions of pretest examinees can play a major role in revising and improving performance tasks. Other areas that merit further study are reliability, statistics for test analysis, and the role of language in tests. The new version of the "Standards" should address the issue of the critical role language will play in performance based tests of subject matter that rely heavily on language. (SLD)

ED 379 333 TM 022 711

House, Garvey; Zelhart, Paul F.
Differences in the Fractal Dimension of Responses to the Rey-Osterrieth Complex Figure between Students with and without Learning Disabilities.
PUB DATE- Nov 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; Comparative Analysis; Higher Education; *Learning Disabilities; Learning Strategies; *Memory; Planning; *Responses; *Undergraduate Students
IDENTIFIERS- *Fractals; *Rey Osterrieth Complex Figure Test

The complexity (fractal dimension value) of responses to the Rey-Osterrieth Complex Figure Test (ROCFT) between 10 undergraduate students with learning disabilities and a comparison group of 10 students without learning disabilities were compared. The fractal value of responses was assessed under three conditions (copy, immediate, and delay) by means of a box-counting algorithm. There were significant differences between the two groups across response conditions and a significant difference between the copy condition and the two memory conditions. The results of this study suggest that the fractal dimension is an effective metric for differentiating students with and without learning disabilities. The results also suggest that students with learning disabilities lack effective planning and organizational strategies that result in lower copy scores on the ROCFT. (Contains 25 references, 3 tables, and 2 figures.) (Author/SLD)

ED 379 334 TM 022 713

Durrant, Crystine; Eastmond, Nick

student ideas and attitudes. "How 'Messing About' with Performance Assessment in Mathematics Affects What Happens in Classrooms" by Roberta J. Flexner reviews work with the teachers of the study's classes. Eighteen tables and six figures in the three papers present study findings. (Contain 77 references in all.) (SLD)

ED 379 354 TM 022 749

Rasmussen, Ole Elstrup
The Discontinuity of Human Existence, Part II: The General and The Specific Theories of Discontinuity. No. 51.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; Foreign Countries; *Individual Development; *Life Events; *Objectives; *Theories
IDENTIFIERS- *Discontinuity; Self Reference (Psychology); Sweden

This is the second paper in a series of three, the objective of which is to describe the fundamental discontinuities of human existence. Self-reference is explored in the first section of this paper, arguing that neither time-space nor developmental dimensions are adequate to explain the problem of self-reference. It is argued that self-reference might indeed be an uncognizable degree of freedom that governs human existence. The founding propositions of the discontinuity theory then state that human existence subexists as difference, time-space, development, and self-reference. The second section maintains that human existence can be modeled as discursive strings encompassing a context-agent enacting an agent enacting an objective, where the objective itself can be an agent enacting an objective, and so on. The general theory of discontinuity is described in section 2. Section 3 encompasses the specific theory of discontinuity that builds on the heritage of classic theories explored in part 1. The theory encompasses three different forms of development: (1) canalization, which includes perspectivizing; (2) correlation, which includes systematizing; and (3) combination, which encompasses organizing. Nineteen figures illustrate the discussion. (Contains 18 references.) (SLD)

ED 379 355 TM 022 752

Newman, Isadore; And Others
Application of the Binomial Index of Model Fit: What Research Question Is Being Investigated?
PUB DATE- Oct 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Goodness of Fit; Heuristics; *Path Analysis; *Research Methodology; Statistical Analysis; *Structural Equation Models
IDENTIFIERS- *Binomial Distribution

In this paper the binomial index of model fit is applied to four path-analytic or structural-equation models to demonstrate how this goodness-of-fit measure can be used and interpreted. In addition, the conclusions derived from the results of the native languages of American citizens constitute virtually all the languages of the world. The following essays are included: (1) "The Semiotics of 'We': First-Person Pluralities in 'Us'"; (2) "Taking the 'Foreign' Out of Foreign-Language Teaching"; (3) "Seeing with Another I: Our Search for Other Worlds"; (4) "Literati and Illiterati: Continuities in the Oral and Written Traditions"; (5) "China and the United States: Reflections on the Old and the New"; (6) "The Three L's: Liberalism, Liberty, and the Liberal Arts"; (7) "The Complexities of Complexion: The Myths of Skin Color"; (8) "Blind to Color, Deaf to Accent: Invisible and Inaudible Immigrants"; (9) "The Logic and Rhetoric of Racism: False Dyads and True"; (10) "Coat of Many Colors: The Myth of a White America"; and (11) "Epilogue: "...Unum." An appendix provides the solution to a puzzle posed in the text. (Contains 57 references.) (SLD)

ED 379 374 UD 030 302

Levine, David, Ed.; And Others
Rethinking Schools. An Agenda for Change. Leading Reformers Speak Out.
PUB DATE- 95
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Policy; Educational Practices; Educational Theories; Elementary Secondary Education; *Multicultural Education; Public Policy; *School Restructuring; Social Studies; Teacher Role; *Teaching Methods; Testing
IDENTIFIERS- Reform Efforts; Wisconsin (Milwaukee)

This collection presents the best of 8 years of "Rethinking Schools," an education reform journal created in Milwaukee (Wisconsin) in 1986 by teachers vitally concerned with educational change. This volume contains 29 essays by classroom teachers, as well as pieces by such national reform figures as Henry Louis Gates, Jr., Herbert Kohl, Bill Bigelow, Howard Zinn, Stan Karp, and Lisa Delpit. Topics include: (1) the theory of school reform, (2) the implications of reform for the day-to-day classroom, (3) current controversies, and (4) the different roles reformers can play. Each section is followed by a list of relevant books and materials. Sections are: (1) "Multiculturalism and Antibias Education"; (2) "Rethinking the Curriculum" for Social Studies and Language Arts; (3) "Stratification in the Classroom: Testing and Tracking"; (4) "Beyond the Classroom: National Policy Concerns"; and (5) "Building a Community: Teachers, Students, and Parents." (SLD)

ED 379 375 UD 030 303

Mei, Lori; And Others
Project Blend 1993-94.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperation; *High Schools; High School Students; Interpersonal Relationship; Mainstreaming; Nontraditional Education; Program Evaluation; Program Improvement; *Regular and Special Education Relationship; *Socialization; *Special Education; Urban Schools; *Vocational Education

Controversy" (Tamura); (10) "Japanese Americans: The Formation and Transformation of an Ethnic Group" (Spickard); (11) "Sansei Radicals: Identity and Strategy of Japanese American Student Activists in Hawaii" (Miyazaki); (12) "Value Differences as Reflected in Interactions in a Cambodian and an American First Grade Class" (Lau and Longmire); (13) "Asian American Literature" (Kim); (14) "Localizing Discourse" (Kosasa-Terry); (14) "Artistic and Cultural Mothering in the Poetics of Cathy Song" (Cobb); (15) "Cultural Conflict/Feminist Resolution in Amy Tan's 'The Joy Luck Club'" (Bow); (16) "Hawai'i and Native Hawaiians" (Ng); (17) "'Au'a 'ia" to "Mele o Kaho'olawe": Voices of Power and Vision" (McGregor); (18) "Pride Endures" (ApoLiona); and (19) "Native Hawaiians: A Selected Basic List" (Tachihata). (SLD)

ED 379 395   UD 030 324

Nunez, Ralph da Costa
An American Family Myth: Every Child at Risk.
PUB DATE- Jan 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Children; Disadvantaged Youth; Elementary Secondary Education; *Family Structure; *Homeless People; Low Income Groups; *One Parent Family; Predictor Variables; Social Problems; Social Services; *Social Structure; *Urban Problems; *Values; Welfare Recipients

A study on family structure and values among the poorest of all welfare recipients, homeless families found that not only has the traditional family structure broken down, but that there are stark contradictions between the reality of the lives of homeless women and the values they hold. The traditional family may actually be obsolete for this population. One finding is paramount, however, and that is that education is a strong predictor of the stability of family structure and of a family's ability to rise out of poverty and become independent. It will be useless to attempt to instill values through placement of children in orphanages or by placing financial sanctions on single mothers. Instead, it is important to develop viable policy options that enable families to stay intact and become self-sufficient. The reality is that poor single mothers still want to live independently and responsibly for their children. Education is the key to escaping welfare. The American Family Inns concept is endorsed as a way to keep families together and provide education for mothers and their children. Two figures and one table illustrate the discussion. Contains three references. (SLD)

ED 379 396   UD 030 325

Molnar, Alex; Zmrazek, Janice
Improving the Achievement of Wisconsin's Students. Urban Initiative Task Force Recommendations and Action Plan. Bulletin No. 95079.
PUB DATE- Sep 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Curriculum Development; Disadvantaged Youth; *Educational Change; Educational Finance; Educational Improvement; Elementary

administrators and analysis of inservice evaluation data revealed that: most faculty had positive feelings about the inservice programs, collegiality and professional respect had increased, and new information was being applied in the classroom. Most teachers enjoyed becoming learners again and felt their projects would bring about positive change. The inservice program supported John Dewey's theories that the primary factor contributing to growth is the quality of the experience for its own sake and for further growth and future experience, and that interaction and continuity must occur. (JDD)

ED 379 255 SP 035 771

Serow, Robert; And Others
Teacher Survey on Carolina PALS. Evaluation Report. E&R Report No. 94.02.
PUB DATE- Jul 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Inclusive Schools; *Mild Disabilities; Outcomes of Education; *Program Effectiveness; Program Evaluation; Program Implementation; *Regular and Special Education Relationship; Secondary School Teachers; Surveys; *Teacher Attitudes; *Team Teaching
IDENTIFIERS- *Carolina PALS; North Carolina

Carolina PALS (Programmed Alternative Learning for Students) is a program designed to meet the educational, social, and emotional needs of students with mild disabilities in grades 3-10, by having one special education teacher and one regular teacher share teaching in the regular classroom. In 1992-93, the program operated in 50 schools, reaching 856 special education students and 4,502 regular education students. A survey of 179 teachers concerning the effectiveness of the PALS program examined student outcomes, implementation, team teaching, and program administration. Teachers felt that the PALS program had positive effects on student outcomes, both academically and socially. Teachers who volunteered to participate in PALS had more positive feelings toward it than teachers who were assigned to participate. Most teachers agreed that it was appropriate to modify assignments for PALS students. Most teachers were also positive about the team teaching model. Special education teachers were generally more positive about program administration than regular teachers. One third of respondents believed that the number of students in the PALS class was increased because there were two teachers. Most teachers were negative about having sufficient planning time for PALS. Appendixes provide a copy of the survey form and survey data. (JDD)

ED 379 256 SP 035 772

Vavrus, Michael
The Time for "Tomorrow's Schools of Education" Is Today.
PUB DATE- 28 Jan 95
NOTE- 10p.; Paper presented at the National Meeting of the Holmes Group (Washington, DC, January 27-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *At Risk Persons; *Dietetics; *Eating Habits; *Food; Health Promotion; *Heart Disorders; *Nutrition; Obesity; Physical Activities; Physical Activity Level; Physical Health
IDENTIFIERS- *Cholesterol

This booklet offers advice for adults who want to lower their blood cholesterol level. The first section, "What You Need To Know about High Blood Cholesterol," discusses blood cholesterol and why it matters, what cholesterol numbers mean, and what affects blood cholesterol levels. Section 2, "What You Need To Do To Lower Blood Cholesterol," presents guidelines on choosing foods low in saturated fat, total fat, and cholesterol; choosing foods high in starch and fiber; being more physically active; and losing weight. Two heart-healthy diets containing varying amounts of saturated fat and cholesterol are provided. The third section, "How To Change Your Eating Habits and Be More Physically Active," tells how to buy and prepare foods, how to eat healthily when in restaurants or at social events, how to fit physical activity into daily routines, and what to look for in choosing a weight loss progrram. Tables list the saturated fat, cholesterol, total fat, calories from fat, total calories and sodium content in foods, show serving sizes for meat and cheese, give information on different types of physical activity and food label claims. (JDD)

ED 379 274 SP 035 807

Barker, Bruce O.; And Others
Reforming Teacher Education through the Integration of Advanced Technologies: Case Study Report of a College Model.
PUB DATE- Feb 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (47th, Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; College Instruction; College School Cooperation; *Curriculum Development; *Educational Technology; Education Courses; Elementary Secondary Education; Faculty Development; Higher Education; *Integrated Curriculum; Preservice Teacher Education; Professional Development Schools; *Schools of Education; Teacher Competencies; *Teacher Education Curriculum; Teacher Education Programs; *Teaching Models; Technological Advancement
IDENTIFIERS- Preservice Teachers; *Western Illinois University

The College of Education and Human Services at Western Illinois University has established a model to prepare teachers with technical expertise and new methodologies for using educational resources, in order to enable students to use audio, video, computer, telecommunications, distance learning, and interactive multimedia technologies as essential tools for teaching and learning. The project, made possible by a $500,000 grant from Ameritech Corporation, has involved: (1) development of a Professional Development School relationship with a Springfield (Illinois) public school district linked by distance learning technologies; (2) design of a teacher education curriculum focusing on instructional design,

Children; *Clinical Diagnosis; *Computer Assisted Testing; *Disabilities; Educational Diagnosis; Educational Testing; Evaluation Methods; Hyperactivity; Learning Disabilities; Norms; Psychometrics; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Continuous Performance Test; *Raggio Evaluation of Attention Deficit Disorder

The Raggio Evaluation of Attention Deficit Disorder (READD) is an objective measure for the diagnosis and management of attention deficit disorder (ADD) in children. Extensive research has been conducted on its clinical and psychometric properties, as described in Chapter 3, "Development and Standardization." The READD is a microcomputer edition of the Continuous Performance Test (CPT), a test that has shown promise as a measure of attention, concentration, and impulsivity. Part of the success of READD in diagnosing ADD is related to the teaching of the task, which allows for unlimited teaching sequences. The clinical diagnosis is derived from the child's performance on the READD version of the CPT, with behavioral history from parents, rating scales from the teacher, and other psychoeducational testing. How to administer the READD is described, and its technical characteristics are outlined. Studies are cited that have supported the reliability and predictive validities of the READD. An appendix presents 24 tables of normative data. (Contains 22 references.) (SLD)

ED 379 292 TM 022 637

Tagomori, Harry T.; Bishop, Laurence A.
Content Analysis of Evaluation Instruments Used for Student Evaluation of Classroom Teaching Performance in Higher Education.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Colleges; College Students; Content Analysis; *Evaluation Methods; Higher Education; Instructional Effectiveness; Performance; Responses; Student Attitudes; *Student Evaluation of Teacher Performance; Test Construction; Test Items; Test Use; *Test Validity

A major argument against evaluation of teacher performance by students pertains to the instruments being used. Colleges conduct instructional evaluation using instruments they devise, borrow, adopt, or adapt from other institutions. Whether these instruments are tested for content validity is unknown. This study determined how evaluation questions were presented in a sample of 200 evaluation instruments collected from 414 schools of education. Analysis of the evaluation questions indicated that there are questions of validity in many of the evaluation instruments used by these colleges. No particular instrument is accepted by all colleges and universities, and few tests of validity have been performed for instruments in use. Flawed responses were skewed, ambiguous, or unclear, or else they did not correspond with the evaluation question. Some 58% of instruments were found to contain such flaws. Six tables and nine figures present study findings. (Contains 29 references.) (SLD)

ED 379 293 TM 022 638

Techniques of Assessing Mental Effort.
SPONS. AGENCY- Purdue Univ., West Lafayette, IN. School of Education.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Cognitive Processes; *Educational Assessment; Educational Technology; Literature Reviews; *Measurement Techniques; Opinions; Physiology; Research Reports; *Test Use; Videodisks; Videotape Recordings
IDENTIFIERS- Amount of Invested Mental Effort; *Mental Effort

The search for techniques to increase the effort that learners invest in video-based instruction has been hindered by the limitations of the instruments used to assess the construct of mental effort. Several researchers have noted the confusion of terms in the field that refer to the cognitive resources devoted to processing the stimulus. In this paper, relevant literature in communications, education, psychology, and human factors engineering are reviewed to identify techniques that have been used successfully to assess mental effort. Methods of assessing the construct of mental effort fall into three main categories: opinion measures, dual tasks techniques, and physiological measures. The most promising methods are described, and studies which have applied these methods are summarized. The relationship between assessments of mental effort and achievement scores are discussed. A table charts the sensitivity of measures of the three types. (Contains 44 references.) (Author/SLD)

ED 379 314 TM 022 679

Brick, J. Michael; And Others
A Study of Selected Nonsampling Errors in the 1991 Survey of Recent College Graduates. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Graduates; *Error of Measurement; *Estimation (Mathematics); Higher Education; Interviews; Masters Degrees; National Surveys; *Outcomes of Education; *Research Methodology; Sampling
IDENTIFIERS- *Nonsampling Errors; *Recent College Graduates Survey 1991 (NCES)

The 1991 Survey of Recent College Graduates (RCG:91) is the sixth study in a series begun in 1976. The series provides data on the occupational and educational outcomes of recent bachelor's and master's graduates one year after graduation. The survey was conducted by Westat, Inc. in a two-stage sample involving 400 institutions of higher education and 18,000 graduates contacted by telephone. Along with estimates, reports on the RCG typically include standard errors of the estimates, indicating the nature and size of sampling error. Errors due to nonsampling error are often not included in estimated standard errors, but this report examines nonsampling errors and their impact on the estimates from the RCG:91. The major sources of nonsampling errors are nonresponse, random measurement errors, and systematic errors due to interviewers. Each source is

A Qualitative Follow-Up of the Survey for the 1994 Directory of Evaluation Training Programs.
PUB DATE- Nov 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, November 5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Directories; *Evaluation Methods; Evaluators; *Financial Support; Followup Studies; Program Descriptions; Program Development; Program Evaluation; *Program Termination; Qualitative Research; *Training

This paper presents the findings of a qualitative followup survey of a sample of programs listed in the 1986 "Directory of Evaluation Training Programs." Four programs listed in the directory are no longer considered evaluation training, and five, originally similar, are still going strong. A sampling strategy was used to compare the discontinued programs with the continuing programs through discussions with program administrators. Comparison indicated that several areas are important in program continuation. To begin with, two programs no longer listed were actually in operation with only minimal change, a finding that suggests that the present directory may underestimate the number of viable programs. The perceived importance of the program is vital to its continuation. Faculty members and their diverse interests are keys to continuing a program. Grant funding can be a help in getting started, but it can be risky if it does not eventually result in program institutionalization and ongoing support. Student recruitment is a necessity for program continuation. Overall, existing evaluation training programs seem to be meeting the challenges of training more and better evaluators. An appendix describes the nine programs. (Contains 18 references.) (Author/SLD)

ED 379 335 TM 022 714

Hansche, Linda
Technical Issues in Performance Assessment: Setting Performance Standards.
PUB DATE- Jun 94
NOTE- 17p.; Paper presented at the Annual Meeting of the National Conference on Large Scale Assessment (Albuquerque, NM, June 14-17, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Educational Assessment; Educational Policy; Elementary Secondary Education; *Interrater Reliability; Multiple Choice Tests; Pilot Projects; *Scoring; *Standards; *Test Construction; Test Items
IDENTIFIERS- Dominant Profile Procedure; Judgmental Policy Capturing; *Performance Based Evaluation; *Standard Setting

Setting standards on performance measures is discussed in the context of the State Collaborative on Assessment and Student Standards (SCASS) initiative supported by the Council of Chief State School Offices. The usual item-based methods for standard setting, the methods developed by Nedelsky (1954), Angoff (1971), and Ebel (1972), were developed for use with large numbers of multiple choice items of a unidimensional nature with item scores contributing to a summative scale. They have little or no value when applied to performance items, where scores typically do not measure a single construct, and there binomial index of goodness of fit were compared to the statements presented by the authors of the reviewed articles regarding the goodness of fit of the models, which were based on traditional goodness-of-fit indexes. The goodness-of-fit statements derived from the binomial index of model fit were not always in agreement with the conclusions drawn from the traditional goodness-of-fit measures. The binomial index of model fit is heuristically different from the more traditional goodness-of-fit measures, and its use will provide additional information to a researcher regarding the degree to which the data support the theoretical model. (Contains 20 references.) (Author)

ED 379 356 TM 022 753

Linn, Robert L.
Generalizability of New Standards Project, 1993 Pilot Study Tasks in Mathematics. Technical Issues in Procedures To Link State Results to a Common National Standard. Project 2.4 Quantitative Models To Monitor the Status and Progress of Learning and Performance and Their Antecedents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; *Educational Assessment; Elementary Education; *Elementary School Students; *Error of Measurement; *Generalizability Theory; Generalization; Interrater Reliability; Language Arts; Mathematics Instruction; Pilot Projects; Sampling
IDENTIFIERS- *New Standards Project (LRDC); *Performance Based Evaluation

The New Standards Project conducted a pilot test of a series of performance-based assessment tasks in mathematics and English language arts at Grades 4 and 8 in the spring of 1993. This paper reports the results of a series of generalizability analyses conducted for a subset of the 1993 pilot study data in mathematics. Generalizability analyses for completely crossed designs of raters-by-tasks-by-pupils were conducted for a total of nine collections of mathematics tasks (samples of 30 to 63 students). The results of these analyses were used to estimate generalizability coefficients and standard errors of measurement for decisions studies using various combinations of number of raters and number of tasks. Consistent with results of previous analyses of performance-based assessment tasks, sampling variability due to tasks was found to be substantially larger than that due to raters. Implications for assessment designs are discussed. Includes nine tables and nine figures. (Contains 11 references.) (Author/SLD)

ED 379 357 TM 022 811

Davis, Celestine, Ed.; Sonnenberg, Bill
Programs and Plans of the National Center for Education Statistics. 1995 Edition.
PUB DATE- Jan 95
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Educational Policy; *Educational

IDENTIFIERS- New York City Board of Education; *Project BLEND NY; *Reverse Mainstreaming

Project Blend, initiated in 1988, is a collaborative effort between the superintendencies of Alternative High Schools/Special Programs and Citywide Programs of the New York City public school system. The program brings general education students into facilities that serve only special education students. This reverse mainstreaming allows academically-able special education students the opportunity to take credit courses toward a high school diploma, while general education students can take credit-bearing vocational courses, and both groups learn to relate in ways that promote interpersonal skills. In 1993-94, the project was located at three schools. Evaluation that year found that the co-mingling of the two populations was minimal within the instructional program for a variety of practical reasons, but that blending of the two groups did occur in assemblies, field trips, intramurals, and leadership classes in which alternative high school students served as teacher assistants. The positive effects of this socialization were noted in the recommendations for program continuation, which stress clear definition of goals, increased collaboration, and a less restrictive atmosphere. An appendix summarizes outcomes in table form. (SLD)

ED 379 376 UD 030 304

Schearer, Mary
Council for Unity, Inc. 1993-94.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Cooperation; Elementary Secondary Education; Ethnic Groups; *High School Students; Information Dissemination; *Minority Groups; Parents; *Racial Relations; *School Safety; Secondary School Teachers; Surveys; *Teacher Attitudes; Urban Schools; Violence
IDENTIFIERS- *Council for Unity NY

The Council for Unity began in 1975 in response to repeated incidents of interracial violence in a New York City high school. The program's primary goal has been to promote intergroup awareness, sensitivity, and cooperation among groups from diverse ethnic, racial, and religious groups and to reduce bias. The program currently operates in 15 high schools and 19 elementary and midlevel schools. The evaluation in 1993-94 focused on the high schools, relying largely on survey data from 12 faculty advisers, 91 students, 22 alumni, 10 principals, and 15 teachers. Most survey respondents were very positive about the program. Students and alumni perceive program experiences to be valuable, and teachers agree. Administrators are concerned about ways to reach greater numbers of students. Respondents offered several suggestions for program improvement and outreach activities, including more networking among the school chapters involved and greater administrative support. Seven tables present evaluation findings. (Contains 5 references.) (SLD)

ED 379 377 UD 030 305

Dworkowitz, Barbara; And Others
Pupils with Compensatory Educational Needs. Summer Program, 1993.
PUB DATE- Sep 93
NOTE- 17p.

Secondary Education; Extended School Day; *Financial Support; Public Schools; *School Restructuring; *Urban Schools; Urban Youth
IDENTIFIERS- *Action Plans; *Wisconsin

Recommendations and an action plan for improving Wisconsin public schools' focus on teaching and learning, rather than on changes such as vouchers and privatization. Positive strategies designed to promote achievement are favored over punitive strategies or remedial actions. The action plan includes financial help to implement the recommendations. The major recommendations are: (1) class size reduction to 15 students per teacher through grade 5 and for core subjects through grade 8; (2) coordination of services with schools open until late evening hosting a variety of programs; (3) curriculum reform for academic achievement and preparation for life; and (4) staff development and accountability initiatives. These strategies are recommended for every school, but emphasis should be placed on schools in low-income or disadvantaged areas. Provisions are made for program evaluation and funding. (SLD)

(150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Critical Thinking; Criticism; *Educational Assessment; Educational Change; Educational Cooperation; Educational Improvement; Elementary Secondary Education; Higher Education; *Needs Assessment; *Preservice Teacher Education; *Schools of Education; Teacher Education Programs
IDENTIFIERS- *Holmes Group Report

This paper offers a commentary, by a representative of the Association of Independent Liberal Arts Colleges for Teacher Education, on the Holmes Group publication (1995) titled "Tomorrow's Schools of Education." The Holmes Group is applauded for producing a much-needed, candid assessment of schools of education. The issue of marginal institutional practices can no longer be swept under the carpet, as schools of education use consistent, traditional, status quo, "tired" practices and offer preservice training that is irrelevant to the nature and demands of teaching. The hope of renewing schools comes from use of critical social analytic methods that will lead to the moral sensibility to move forward. Schools of education need to instill in future teachers a critical voice working for school renewal. A systematic dialogue leading to coherence of purpose and direction is needed. Adherence to National Council for the Accreditation of Teacher Education standards and Interstate New Teacher Assessment and Support Consortium principles would be a positive step. The reward systems in both research and teaching institutions need to be changed to encourage collaboration between college faculty and practitioners in professional development schools. Alliances with external groups, such as the National Education Association, should be broadened. (Contains 23 references.) (JDD)

ED 379 257 SP 035 774

Certification Requirements for Early Childhood, Elementary, Secondary, Special Education, Communication Disorders, and Preschool Special Education.
PUB DATE- 1 Jul 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Disorders; Early Childhood Education; Elementary Secondary Education; Higher Education; Middle Schools; Mild Disabilities; Public Schools; Severe Disabilities; Special Education; *State Standards; *Teacher Certification; *Teacher Education Programs; *Teacher Qualifications
IDENTIFIERS- *Utah

These guidelines outline certification requirements for public school teachers in Utah and standards for teacher education programs. The Basic Teaching Certificate is distinguished from the Standard Teaching Certificate. Within each type, requirements are explained for early childhood, elementary, secondary, special education, communication disorders, and preschool special education certificates. Basic Teaching Certificate candidates must have a bachelor's degree and must have completed an approved teacher preparation program. General standards for approval of teacher preparation programs are listed, followed by standards for the following specialty

interactive multimedia, distance learning, instructional video, telecommunications, and computer applications; (3) linking these advanced technologies to teaching strategies through cooperative learning, electronic field trips, and other techniques; (4) integration of technology into the teacher education curriculum; (5) training teacher education faculty to model use of information technologies; and (6) acquisition of technology resources for faculty and students. Lessons learned from developing the project are outlined. Appendixes present a schematic representation of a multimedia lab floor plan and lists of equipment. (JDD)

ED 379 275 SP 035 808

Williams, Don; And Others
Reform, Restructuring and Innovation in Teacher Education Down Under.
PUB DATE- Feb 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (47th, Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accreditation (Institutions); *Educational Change; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Higher Education; Politics of Education; *Preservice Teacher Education; Quality Control; *School Restructuring; *Schools of Education; Standards; Teacher Education Programs; Teaching Models
IDENTIFIERS- *Australia

This paper describes major characteristics of Australia and its education system, including changes in the structure of higher education as former Colleges of Advanced Education, where most teacher education in Australia had been conducted, amalgamated with existing universities or became new universities. Preservice teacher education models are described, including integrated, concurrent, and end-on models. Elements of restructuring and innovation in Australian teacher education are discussed, focusing on: teacher supply and demand; teacher quality; formation of the New South Wales Teacher Education Council; formation of the Australian Council of Deans of Education; reviews conducted by the Australia Department of Employment, Education & Training; faculty reviews; quality audits; accreditation of teacher education courses; and licensing or registration. The paper concludes that increasing pressures are being placed on teacher education due to a perceived oversupply of teachers, the low status of teacher education within universities, and a crescendo of external review and criticism. The way forward seems to include closer partnerships among universities, schools, education systems, unions, and teacher professional organizations, and balancing participation in the political process with the need to retain a degree of distance and autonomy. Appendixes include a list of Australian universities and a list of Australian professional educational associations and their 1995 conferences. (Contains 28 references.) (JDD)

ED 379 276 SP 035 809

Ognibene, Richard
Keeping Reform Alive: Teachers, Physicians and Shared Decision Making.

Lang, William Steve; And Others
Rasch Model Applications To Determine the Equivalence of a Readiness Test in Two Languages.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the International Objective Measurement Workshop (Atlanta, GA, April 10, 1993). Table 4 contains very small, filled print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; Blacks; Computer Software; Cultural Awareness; *Cultural Differences; English; Goodness of Fit; Hispanic Americans; *Item Response Theory; Multilingual Materials; *Preschool Children; Preschool Education; School Readiness; *School Readiness Tests; Sex Differences; Spanish; Statistical Analysis; Test Items; *Test Validity; Whites
IDENTIFIERS- *Lollipop Test; *Rasch Model

The Lollipop Test (La Prueba Lollipop) is a bilingual preschool readiness test (in both English and Spanish) that has been the subject of a number of studies to assess validity and detect cultural bias. Such studies have not dealt with item analysis as a way to measure cultural fairness. The Rasch model was used in a study of the Lollipop test which considered its cultural bias, the usefulness of the Rasch model, and the utility of the new software, IPARM. Subjects were 61 4- and 5-year-olds in Georgia and Florida (25 white, 24 black, and 12 Hispanic Americans). Results do not suggest gender or cultural bias for the test as a whole. The potentially biased items favor female or Hispanic students. The Rasch approach was useful, and the software was easy to use, presenting results on item functioning in easily understood format. Five tables present study data. (Contains 10 references.) (SLD)

ED 379 294 TM 022 639

Gearhart, Maryl
Toward the Instructional Utility of Large-Scale Writing Assessment: Validation of a New Narrative Rubric. Project 3.1. Studies in Improving Classroom and Local Assessments. Portfolio Assessment: Reliability of Teachers' Judgments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Assessment; Elementary Education; Holistic Approach; *Interrater Reliability; *Narration; *Scoring; Student Evaluation; Test Construction; *Validity; Writing Evaluation
IDENTIFIERS- Apple Classrooms of Tomorrow; *Large Scale Writing Assessment; *Writing What You Read

The "Writing What You Read" (WWYR) rubric was designed for large-scale assessments, and differs from most narrative rubrics in its narrative-specific content and its developmental framework. The rubric contains five analytic subscales for theme, character, setting, plot, and communication, and a sixth holistic scale for overall effectiveness. Evidence of validity was gathered for the WWYR scoring rubric through comparison with an established narrative rubric that has been demonstrated to be sound. The comparison rubric, derived from comparative discussed, and ways to estimate the potential consequences of nonsampling errors are explored. Nine figures, 19 tables, and 3 exhibits present statistical information. Eight appendixes contain supplemental and detailed information about the conduct of the survey. (SLD)

ED 379 315 TM 022 680

Ingels, Steven J.; And Others
National Education Longitudinal Study of 1988. First Follow-up Final Technical Report, Base Year to First Follow-up.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 393p.; Some appendixes contain filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; Data Collection; *Data Processing; Eligibility; *Error of Measurement; *Followup Studies; *Longitudinal Studies; National Surveys; Psychometrics; *Research Methodology; Sampling; Secondary Education; Spanish
IDENTIFIERS- *National Education Longitudinal Study 1988; Variance (Statistical); Weighting (Statistical)

Technical aspects of the first followup survey for the National Education Longitudinal Study of 1988 (NELS:88) are documented and summarized. Some information overlaps materials in the users' manuals for this followup, such as the overview and general descriptions of data collection, sampling, weighting, variance estimation, nonresponse patterns, and discussions of data control and processing. Unique to this report are: (1) psychometric documentation of the NELS:88 first followup tests; (2) documentation of the confidentiality and deductive disclosure analyses conducted with first followup data; (3) the detailed report on the base year ineligibles study; (4) expanded standard error/design effects tables; (5) samples of district contact letters and permission forms; (6) documentation of the update of addresses for the High School and Beyond Study; (7) content abstracts of publications about the NELS:88; (8) Spanish language survey instrumentation; and (9) a glossary of study terms. Sixteen figures and 26 tables present followup data and statistical information, and 11 appendixes contain supplemental and detailed information about methodology. (SLD)

ED 379 316 TM 022 681

Webster, William J.; Mendro, Robert L.
Identifying and Rewarding Effective Schools: The Dallas School Accountability Program.
PUB DATE- Jul 94
NOTE- 21p.; Paper presented at the Center for Research on Educational Accountability and Teacher Evaluation (CREATE) National Evaluation Institute (Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Achievement Gains; *Effective Schools Research; Elementary Secondary Education; *Evaluation Methods; Measurement Techniques; Norm Referenced Tests; Prediction; Program Evaluation; *Recognition (Achievement);

are often multiple scores for each exercise. One approach that is being considered for performance standard setting is judgmental policy capturing, a general procedure designed to describe statistically the unique information processing strategies of individual raters. It usually includes the derivation of one or more summary policies that characterize all raters. Pilot tests have supported the utility of this approach. Another approach is that of the dominant profile procedure, in which a standard setting panel first states and then redefines policies as they attempt consensus about successful scores. SCASS efforts will consider both these approaches and their generalizability. A handout is attached. (Contains 3 references.) (SLD)

ED 379 336 TM 022 715

Mead, Tim P.; Legg, David L.
Exploratory versus Confirmatory Factor Analysis of Collegiate Physical Fitness.
PUB DATE- Oct 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Females; Goodness of Fit; *Health; Higher Education; Males; *Measurement Techniques; Models; *Physical Fitness; *Reliability; Validity
IDENTIFIERS- *Confirmatory Factor Analysis; *Exploratory Factor Analysis

Twenty-one variables believed to be important indicators of health related physical fitness were measured on male and female college students between 1991 and 1993 (n=433). Exploratory and confirmatory factor analytic techniques were used in an attempt to derive important components of physical fitness. The exploratory factor analysis identified five important factors of collegiate physical fitness: (1) strength and endurance; (2) body composition; (3) heart rate; (4) blood pressure; and (5) flexibility. For the confirmatory factor analysis, an a priori model similar to that developed by Marsh (1992) and one similar to the American College of Sports Medicine (ACSM) were tested in which body composition, body girth, muscular strength and endurance, cardiorespiratory fitness, flexibility, blood pressure, and cardiac functioning were hypothesized as important fitness parameters. Results of the confirmatory factor analysis indicate that neither the ACSM nor Marsh's model provided good fits for these students. Reliability estimates were high but poor validity and goodness of fit indices were found. This indicates that common fitness measurement techniques may be inadequate when assessing college students' fitness levels. (Contains 11 references and 3 tables.) (SLD)

ED 379 337 TM 022 716

Bell, Gregory
The Test of Testing: Making Appropriate and Ethical Choices in Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English

Research; Elementary Secondary Education; *Federal Programs; Followup Studies; Longitudinal Studies; National Surveys; *Planning; Program Descriptions; *Program Development; Public Agencies; Publications; *Statistical Data

IDENTIFIERS- *National Center for Education Statistics; National Education Goals 1990

This is the fourth periodic report on the programs and plans of the National Center for Education Statistics (NCES). It describes current programs aimed at meeting the needs posed by the National Education Goals and other educational policies, the future plans for the agency, and its major publications. In addition to updating the descriptions of the traditional NCES standard data collections, such as the Common Core of Data and the Integrated Postsecondary Education Data System, this edition focuses on some new work at the Center. Some of the new programs described include the Beginning Postsecondary Student Longitudinal Study, the Fourth Followup of the High School and Beyond 1982 Study, the Early Childhood Longitudinal Study, the National Household Education Survey, and the Third International Mathematics and Science Study. The NCES issues about 100 publications each year. Explanations of these publications appear in Chapter 9. Information on NCES publications and programs, and on the results of these efforts, is made available through the National Library of Education. (SLD)

ED 379 358 TM 022 812

Bradby, Denise; And Others

A Pilot Standard National Course Classification System for Secondary Education.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Jan 95

NOTE- 252p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Classification; *Coding; Comparative Analysis; *Course Selection (Students); Data Collection; *Definitions; Pilot Projects; *Secondary Education; *Standards; State Programs; Vocational Education

This publication is the culmination of a major effort to help establish a common terminology, descriptions, and coding structure for course information at the secondary level of education. There had previously been no standard system for collecting, maintaining, reporting, and exchanging comparable information about student course taking patterns. The system was derived using material from five states. Two other states (Virginia and South Dakota) were chosen to test the proposed system. Study staff considered all courses within the course catalogs of selected school systems in these states, but concentrated on the four major academic subject areas (English/language arts, mathematics, science, and social studies) and the three vocational subject areas with the largest enrollments (business and office occupations, vocational and home economics, and agricultural occupations). The proposed system contains 632 courses in 29 subject areas. Every course has a title, description, and basic course title code. Additional fields allow for more detailed information. Examples are given, and subject fields and codes are listed. Seventeen tables present coding information. Appendixes contain numeric and alphabetic lists of codes and titles, as well as a

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Dropout Prevention; Educationally Disadvantaged; High Risk Students; High Schools; *High School Students; Mathematics Education; Outreach Programs; Program Evaluation; Reading Instruction; *Remedial Programs; Social Studies; *Summer Programs; Urban Education; Writing (Composition)
IDENTIFIERS- *New York City Board of Education; Project Outreach; *Pupils with Compensatory Educational Needs

Pupils with Compensatory Educational Needs (PCEN) provides New York State funding for remediation in reading, writing, mathematics, science, and social studies for eligible high school students. During summer 1993, 30,195 students took PCEN-funded summer classes. About two percent were enrolled in Project Outreach, a program for high school dropouts resuming their education and other high-risk students. The program met or exceeded its evaluation objectives. Overall, at least 79 percent of PCEN students with valid data passed at least one course, and 54 percent of those taking a Regents Competency Test passed the test; however, less than 50 percent passed the reading mathematics, and science tests. Fifty-seven percent of students in Project Outreach passed Regents examinations they took, and the passing rates for individual tests for these students were higher than those of other PCEN students. All Project Outreach students who took a Regents writing test passed it. The Office of Educational Research recommends that special attention be focused on increasing the percentage of students who pass Regents examinations in mathematics, reading, and science. Three tables present evaluation findings. (SLD)

ED 379 378 UD 030 306

The Class of 1994. Longitudinal Report.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Black Students; Cohort Analysis; *Dropouts; Enrollment; *Graduation; High School Graduates; High Schools; *High School Students; Hispanic Americans; Limited English Speaking; Longitudinal Studies; *Minority Groups; Pacific Americans; *Urban Schools; White Students
IDENTIFIERS- *New York City Board of Education

This report tracks the school-completion progress of New York City students who entered ninth grade in fall 1990 and were scheduled to graduate on time in June 1994. The report indicates the percentages of students (including those in special education) who graduated, dropped out, and remained in school for summer school or a fifth year in fall 1994. After correction for transfers in and out of the system, the class of 1994 contained 63,130 students. The dropout rate (without transfers) was 18.7 percent, and the total graduation rate (through June) was 44.3 percent, with 37 percent still enrolled at the end of the 1993-94 school year. A little over 14 percent were of limited English proficiency. Almost one-third of the class was Hispanic American, and just over 10 percent was Asian/Pacific Islanders. Blacks made up just under 40 percent of students, and less than 20 percent were white. Substantially higher percentages of Asian/Pacific Islander and White students graduated within 4 years than did Black or Hispanic students.

areas: early childhood/elementary specialization; middle; secondary; special education (mild/moderate, severe, hearing impaired, and visually impaired); and communication disorders (speech pathology and audiology). (JDD)

ED 379 258 SP 035 775

Andersen, Neil A.
Employer Survey: The Results of a Survey of Employers of 1991 and 1992 Graduates from the Primary Programme of Christchurch College of Education.
PUB DATE- Sep 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Beginning Teachers; Elementary Education; Employer Attitudes; Employment Opportunities; Foreign Countries; Higher Education; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; *Teacher Education Programs; *Teacher Evaluation; Teaching Skills
IDENTIFIERS- *Christchurch College of Education (New Zealand)

A survey of 121 principals and other administrators gathered data concerning their opinion of Year 1 and 2 teachers who had graduated from the Primary Programme of the Christchurch College of Education in New Zealand in 1991 and 1992. The survey addressed planning skills; management skills; relationship skills; resources and curriculum skills; evaluation, diagnostic, recording, and reporting skills; and personal qualities. Data revealed a high level of satisfaction in the performance of the beginning teachers. Particularly high degrees of satisfaction were reported in the areas of planning, management, relationships, evaluation, and personal qualities. Areas of concern included resources and curriculum skills. The types of positions held by the Year 1 and 2 teachers included permanent, reliever, long-term reliever, government-subsidized, and part-time. The figures show an alarming drop over 2 years in the number of graduates who began their teaching career in a permanent position. (JDD)

ED 379 259 SP 035 776

Segan, Frances
Project Unity: Short-Term Training Program. 1993-94 Evaluation Report, Three-Year Overview. OER Report.
PUB DATE- 1 Aug 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Education; Cooperation; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Limited English Speaking; Program Development; Program Evaluation; Program Implementation; Seminars; *Teaching Models
IDENTIFIERS- Elementary Secondary Education Act Title VII; *New York City Board of Education

Project Unity was a project funded by the Elementary and Secondary Education Act Title VII in its third and final year of operation in 1993-94. The project provided instruction to teachers of students with limited English proficiency in both special and general education classes in New York City public

PUB DATE- Nov 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chapel Hill, NC, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; *Hospitals; *Medical Services; *Participative Decision Making; *Physicians; Quality Control; School Restructuring; Teacher Role; Teachers; Total Quality Management
IDENTIFIERS- *Continuous Quality Improvement; *Reform Efforts

Shared decision making (SDM) as an element of educational reform promises enhanced quality outcomes and appeals to educators who see virtue in the idea of people coming together to plan what is best for themselves and their students. Analyses have shown, however, that school councils implementing SDM rarely tackle operational classroom decisions or school decisions that impact on the classroom. The case can be made that hospital reform or restructuring contains several elements that are identical to elements that are central to contemporary school reform. Hospital reform efforts are called continuous quality improvement (CQI). Contemporary reform is an effort to create more flexible, responsive organizations that achieve better results. Both hospitals and schools now employ strategies to involve parents and families to assist in their efforts. Both institutions have tried to become more personal places, more client-centered, more interdisciplinary, and more decentralized. While CQI has been viewed by some physicians as an attack on their profession, a movement to improve patient care by local creation (as opposed to commercially or medical speciality board-prepared) of standardized best practice care plans (called critical paths) has been more acceptable to physicians and concurrently achieves CQI goals. This critical path approach could be used to reorient educational reform. (Contains 56 references.) (JDD)

ED 379 277 SP 035 810

Bennett, Debra Dew
The Role of Content Knowledge in Instructional Supervision.
PUB DATE- Feb 95
NOTE- 18p.; Research report presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 19-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Higher Education; Interviews; *Knowledge Level; *Supervisor Qualifications; *Supervisory Methods; Surveys; *Teacher Attitudes; Teacher Education; Teacher Effectiveness; Teacher Evaluation; *Teacher Supervision; Teaching Experience
IDENTIFIERS- *Pedagogical Content Knowledge

This study investigated inservice teachers' perceptions of the importance for instructional supervisors to possess content knowledge in the content areas that they supervise. Questionnaires were completed by 120 teachers from two elementary, one middle, and one high school, and follow-up interviews were conducted with 20 respondents. Teachers strongly supported the premise that supervisors should be studies of student writing competence, is a holistic/analytic scheme used annually in California. Five raters reviewed narrative samples collected from an elementary school participating in the Apple Classrooms of Tomorrow project. Both rubrics were generally used consistently by raters. Results suggest that at least three subscales of WWYR can be used reliably and meaningfully in large-scale assessment as long as each narrative is rated by two raters. Evidence is lacking for the technical soundness of the other scales, and findings further suggest that subscale judgments may not provide a technically sound profile of students' strengths and weaknesses. One figure and 12 tables present study findings. (Contains 23 references.) (SLD)

ED 379 295 TM 022 640

Duran, Richard; Szymanski, Margaret
Improving Language Arts Assessment of Language Minority Students in Cooperative Learning Settings. Project 2.1. Designs for Assessing Individual and Group Problem Solving. Report of Preliminary Study on Cultural and Linguistic Influences on Group Interaction during Problem Solving.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; *Cooperative Learning; *Educational Assessment; Elementary Education; *Elementary School Students; English (Second Language); Ethnography; Hispanic Americans; Interaction; *Language Arts; Monolingualism; Primary Education; Second Language Learning; Spanish Speaking; *Test Construction
IDENTIFIERS- *Language Minorities; Latinos; Performance Based Education

Ensuring that new forms of assessment are fair and valid for language minority students is essential for research on assessing the performance of Latino language minority elementary school students engaged in a cooperative learning language arts curriculum in Spanish and English. Strategies for developing performance assessments are described, and results from a preliminary study implementing these strategies as part of the curriculum for 39 bilingual and monolingual third graders are presented. The research shows how the design of individualized performance assessments might be devised based on ethnographic observation of the children's interaction and goals for cooperative learning established by the teacher. How analysis of children's interaction in cooperative learning can show "in situ" classroom assessments among the children that help validate interpretation of performance is also described. Three appendixes contain study questions, charts of change, and transcript conventions. (Contains 11 references.) (Author/SLD)

ED 379 296 TM 022 642

Beasley, T. Mark; Sheehan, Janet K.
Choosing a MANOVA Test Statistic When Covariances Are Unequal.
PUB DATE- Oct 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1994).
LANGUAGE- English

Regression (Statistics); Research Methodology; *School Effectiveness
IDENTIFIERS- *Dallas Independent School District TX

The Dallas School Accountability Program is described, and a step-by-step method for determining how well a school performs relative to other schools is presented. The Dallas program is a two-part program. Beginning with criterion-based improvement plans, goal levels are set by determining the discrepancy between the actual and desired levels of student accomplishment and projecting these levels over a 5-year period so that actual and desired levels become the same. Norm-referenced expectations are also established. The school effectiveness methodology defines a school's effectiveness as being associated with exceptional measured performance above or below that which would be expected across the district. Procedures involve regression analysis to compute prediction equations by grade level or by school for each outcome variable independent of school identification and then using these equations within schools to obtain mean gains over expectations. A major feature of the approach involves assigning relative weights to each of the outcomes. An 11-step methodology is detailed. An attachment describes the school performance improvement awards for 1993-94. (Contains 14 references.) (SLD)

ED 379 317 TM 022 682

Forbus, Kenneth D.; And Others
MAC/FAC: A Model of Similarity-Based Retrieval. Technical Report #59.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Oct 94
NOTE- 68p.; Type in distribution list is very small.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Analysis; Decision Making; *Encoding (Psychology); Models; Psychological Studies; *Recall (Psychology); Retention (Psychology)
IDENTIFIERS- *MAC FAC Model; *Retrieval (Memory); Similarity (Concept)

A model of similarity-based retrieval is presented that attempts to capture these seemingly contradictory psychological phenomena: (1) structural commonalities are weighed more heavily than surface commonalities in soundness or similarity judgments (when both members are present); (2) superficial similarity is more important in retrieval from long-term memory than is structural similarity; and yet (3) purely structural (analogical) remindings are sometimes experienced. The model, called MAC/FAC (for "many are called, but few are chosen") consists of a first stage (MAC) that uses a computationally cheap, nonstructured matcher to filter candidates from a pool of memory items. Structured representations are redundantly encoded as "content vectors," whose dot product yields an estimate of how well the corresponding structural representations will match. The second stage (FAC) uses the Structure-Mapping Engine to compute a true structural match between the probe and output from the first stage. MAC/FAC has been fully implemented and tested on dozens of examples, and is shown to be capable of modeling patterns of access in psychological data. The relationship to other models of memory is discussed. Seven figures and 19 tables. (Contains 128 references.) (Author/SLD)

ED 379 318 TM 022 683

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Ethics; Selection; *Student Evaluation; Test Bias; Test Coaching; Test Construction; *Testing; Test Interpretation; *Test Use; Test Wiseness

The realities of inappropriate and sometimes unethical testing practices must be confronted to make sure that current assessments are as reliable and effective as possible. While this paper does not attempt to provide practical guidelines for ethical and appropriate testing, it does draw a picture of appropriate and ethical testing practices. All persons involved in testing programs should try to maintain their focus on the fundamental reasons for testing which is the education of the students being assessed. It is vital that the selected test be appropriate for specific purposes and intended populations, and that all intended and possible unintended uses be considered. Because preparing students to take the test is the source of many problems with assessment, a continuum of appropriate test preparation practices is suggested. Issues that must be considered in administering the test are reviewed, from disclosure through improper use and interpretation and test bias. (Contains 27 references.) (SLD)

ED 379 338 TM 022 717

Carey, Nancy; And Others
Curricular Differentiation in Public High Schools. Fast Response Survey System. E.D. Tabs.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Ability Grouping; *Core Curriculum; Educational Policy; *Educational Practices; English; High Schools; Mathematics; National Surveys; Public Schools; *Student Placement; Tables (Data); *Track System (Education)
IDENTIFIERS- *Curriculum Differentiation

This report contains tabular summaries based on data collected from the Survey of High School Curricular Options. The national survey was conducted in response to the growing controversy over the implications that curriculum differentiation, or tracking, has for American school children. The tables present statistics on the policies and practices of public secondary schools (schools containing grades 10 through 12) regarding curricular options. A national sample of 912 schools replied to the survey. Most are offering core curriculum courses differentiated in terms of content, quantity, or intensity of work, or expectations regarding independent work, but only 15% of schools identified themselves as having traditional tracking policies. Many schools report some student mobility among ability levels in mathematics and English after grade 10, but it frequently happens that the same students are assigned to highest-level ability courses in mathematics and English. Thirteen detailed tables contain survey findings. Four appendixes present supporting information and the questionnaire. (SLD)

ED 379 339 TM 022 723

list of participating agencies. (SLD)

ED 379 359 TM 022 813

Malitz, Gerald
Staff Data Handbook: Elementary, Secondary and Early Childhood Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 317p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Classification; Coding; Comparative Analysis; *Data Collection; *Definitions; Early Childhood Education; *Educational Research; Elementary Secondary Education; Guides; Information Dissemination; National Surveys; Private Schools; Public Schools; *School Personnel; *Teachers
IDENTIFIERS- *National Center for Education Statistics

This handbook represents a major effort to establish current and consistent terms, definitions and classification codes to maintain, collect, report, and exchange comparable information about persons who work in education institutions from early childhood through high school. The selection of data terms reflects the best judgment of many individuals about the data that are useful in making appropriate, cost-effective, and timely administrative, programmatic, and staffing decisions. It is not a data collection instrument, nor does it reflect any type of federal data maintenance requirements. The terms and definitions can be used at all levels of the education enterprise and in all types of agencies. If data are collected and maintained according to standard definitions, they can be aggregated more easily from the school level to higher levels with the assurance that data are indeed comparable. A staff member is defined as an individual who performs specified activities for any public or private education institution or agency that provides instructional or support services to students or staff at levels from early childhood through high school completion. (Contains 83 references.) (SLD)

ED 379 360 TM 022 814

McLaughlin, Don; And Others
Private Schools in the United States: A Statistical Profile, 1990-91. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Bound Students; *Data Collection; Educational Objectives; Educational Research; Elementary Secondary Education; Enrollment; High School Graduates; *Institutional Characteristics; *Private Schools; *Profiles; Religious Education; Statistical Data; *Student Characteristics; Teachers
IDENTIFIERS- *Schools and Staffing Survey (NCES); *United States

This report is based on the Schools and Staffing Survey (SASS) of 1987-88 and 1990-91 and is designed to provide a broad picture of private schools in the United States. The SASS collects data on only a sample of private schools, but collects a much richer

While Blacks dropped out at a rate comparable to the class as a whole, Hispanics dropped out at a higher rate. Overall, school completion findings show little change from those for the class of 1993. Seven figures and six tables present school completion figures. An appendix contains school-level analyses in table form. (SLD)

ED 379 379 UD 030 307

Hanna, Donald G.
The Springfield Weed and Seed Initiative: A Process Description and Evaluation.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Justice Programs.
PUB DATE- Sep 93
NOTE- 144p.; Map in Appendix H may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cocaine; *Community Programs; *Crime Prevention; Day Care; Federal Aid; Illegal Drug Use; *Neighborhood Improvement; Program Descriptions; Program Evaluation; *Program Implementation; State Aid; Urban Renewal; Vocational Education; *Youth Programs
IDENTIFIERS- *Illinois (Springfield)

A process description and preliminary evaluation are provided for the Weed and Seed initiative in Springfield (Illinois). This initiative involved local, state, and federal resources in projects that included (1) facility improvement, (2) drug prevention, (3) youth education and child care, (4) jobs and vocational training, (5) resident initiatives, and (6) sports activities for youth. The initiative's short-term goal was to reduce cocaine distribution and related crime (pull the weeds) and to promote neighborhood revitalization through coordination of various resources in the target area (plant the seeds). Statistics regarding indictments and convictions show the efficacy of weeding efforts. Offenders can be removed from a target area, but it requires quality investigation, effective case management, and committed prosecution. Seeding initiatives included 36 proposed projects, of which 26 were fully, and 3 partially, implemented. The 26 projects had an implementation success rate of 72 percent. These results were the more remarkable in that no "Weed and Seed" implementation funds were used in these projects. Nine tables present evaluation findings. Twenty appendixes provide supplemental and background information. (SLD)

ED 379 380 UD 030 308

Education and Leisure in North European Urban Spaces, with Emphasis on Less Privileged Areas, Particularly in the United Kingdom. A Seminar (London, England, United Kingdom, April 13, 1989). Educational Buildings and Equipment 11.
PUB DATE- Apr 89
NOTE- 99p.; Some pages contain very light type and photographs that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Athletics; Community Development; *Community Resources; *Economically Disadvantaged; Foreign Countries; *Inner City; Leisure Time; Play; Poverty; *Recreational Facilities; Urban Areas; Urban Planning; Urban Problems; *Urban

schools. Teachers participated in an initial 2-hour plenary session followed by a seminar series. The initial seminar focused on the selection and development of a collaborative model for each school and a presentation that linked language and culture. Other seminars were devoted to such topics as a school-based model for different levels of language proficiency, serving bilingual students through mainstreaming, curriculum and instructional adaptations, individualizing instruction, multicultural awareness, and interrelationships between general and special education teachers. Subsequent to each seminar, the teachers shared information about their community, school, and students and created an action plan for their individual school. Project staff made field visits to teachers to discuss problems, plans, and progress. This evaluation report describes the project and indicates that the project met all of its objectives. Appendixes provide a list of materials distributed to program participants, notes from observations of meetings, copies of survey forms, and an outline for a professional development collaborative model. (JDD)

ED 379 260 SP 035 777

Boyles, Deron Robert
Considering Hermeneutics and Education: Hermes, Teachers, and Intellectualism.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constructivism (Learning); *Educational Philosophy; Elementary Secondary Education; *Hermeneutics; Higher Education; Intellectual Experience; Interpretive Skills; Liberal Arts; Platonism; Teacher Education Programs; *Teacher Role
IDENTIFIERS- Dilthey (Wilhelm); Gadamer (Hans Georg); Schleiermacher (Friedrich); Von Humboldt (Wilhelm)

Teacher roles in contemporary American schools should be more closely aligned to hermeneutics as the study of meaning (interpretation/understanding). A marriage between Platonic notions of interpretation and the quest for meaning with the interpretive theories of Friedrich Schleiermacher, Wilhelm von Humboldt, Wilhelm Dilthey, and Hans-Georg Gadamer is suggested. Schleiermacher argues that understanding cannot focus primarily on parts (words) without considering the effect the parts may have on the whole (ideas). In addition, von Humboldt contended that meaning is coproduced by the speaker and listener and is woven with cultural threads. He also believed that historians must unite separate historical components into a unified aggregate. For Dilthey, the task of hermeneutics, and interpreters, is to unite the past with the present through reconstruction. Gadamer explored the notion of how language forms the boundaries of understanding and interpretation. Teachers can apply hermeneutics in the classroom by changing their role from depositors of information to intellectual interpreters of information. Rather than being supplied with texts and goals and being required to apply "correct interpretations" of them, teachers would involve students in the construction of meaning around ideas which generate from within their experiences. (Contains 23 references.) (JDD)

ED 379 261 SP 035 778

content specialists in the content areas they observe. Out of six supervisory services, teachers ranked feedback about the effectiveness of instruction in relation to content as the most important service. Teachers felt that supervisors with content knowledge gave improved help and feedback, knew what instructional strategies to suggest based on content, gave fairer evaluations of a teacher's classroom performance, had up-to-date knowledge of trends and issues in the content area, and elicited greater respect from teachers, and supported the best interest of the content area when programmatic changes are made and funds are allocated. Teachers' perceptions changed according to the instructional supervision method used (nominal, prescriptive, or reflective). Multi-subject certificated teachers had a higher percentage of agreement with supervisors' need for content knowledge than did single-subject certificated teachers. Experienced teachers desired instructional supervisors' content knowledge more than novice teachers. Implications for teacher education and supervisory practice are outlined. The supervision questionnaire and an interview protocol are appended. (Contains 19 references.) (JDD)

ED 379 278 SP 035 811

Waggoner, Jan E.
The Relationship between Instructional Teaming and Self-Esteem of Sixth Graders Transitioning to a Traditional Junior High.
PUB DATE- 1 Oct 94
NOTE- 18p.; Paper presented at a Meeting of the Illinois Association of Teacher Educators (Lisle, IL, October 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Early Adolescents; Elementary School Students; Elementary School Teachers; Grade 6; Grade 7; Influences; Intermediate Grades; Junior High Schools; Junior High School Students; *School Readiness; Secondary School Teachers; *Self Esteem; *Student Adjustment; *Student Attitudes; *Teacher Attitudes; *Team Teaching

This study investigated self-esteem factors related to the transition between sixth and seventh grade for students in teamed and nonteamed instructional organization. Two elementary schools of identical structure, facilities, number of faculty, and student characteristics serve as feeder schools to the junior high school. Site 1's sixth grade uses an instructional team approach, while Site 2 remains in self-contained classrooms. Results of having 171 seventh-grade students complete the Rosenberg Self-Esteem Scale and another eight-item instrument delineating factors related to the transition experience indicated a few differences between students in teamed and nonteamed classrooms. Students from teamed settings demonstrated a stronger affiliation in school activities, fewer concerns about the transition to junior high, and anticipation of being involved in fewer activities in junior high. Concerns of both groups centered around being late, having difficulty with lockers, getting lost, and being ill-treated by others. No statistical differences were found in responses by gender, days absent from school, order in which personal attributes were rated, or self-esteem. Two-thirds of both groups believed that they would be better prepared for seventh grade if they had more than one sixth-grade teacher. Interviews with teamed teachers, compared to traditional teachers, indicated that they felt their students elicited fewer indicators of stress in progressing to junior high. Test question results, participant

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Comparative Analysis; *Matrices; Monte Carlo Methods; *Multivariate Analysis; *Robustness (Statistics); Selection; Simulation; Statistical Studies
IDENTIFIERS- Omnibus Tests; *Power (Statistics)

C. L. Olson (1976, 1979) suggests the Pillai-Bartlett trace (V) as an omnibus multivariate analysis of variance (MANOVA) test statistic for its superior robustness to heterogeneous variances. J. Stevens (1979, 1980) contends that the robustness of V, Wilk's lambda (W) and the Hotelling-Lawley trace (T) are similar, and that their power functions are highly sensitive to slight covariance inequalities. Yet under conditions of diffuse noncentrality structures, V is a clear choice. A Monte Carlo simulation of V, W, and T as omnibus tests under conditions of covariance heterogeneity and variance homogeneity investigates the robustness of each test. Conditions of concentrated covariance and noncentrality structure were imposed to compare power. Results indicate that the assumption of homogeneous variance-covariance matrices in the form of covariance inequalities does not affect the robustness of V, W, or T, while T is slightly more powerful under such conditions. Five tables are included. (Contains 14 references.) (Author/SLD)

ED 379 297 TM 022 645

Pounders, Mickey L.; And Others
Interviewing Process and Findings: Evaluation of a First Year Science Improvement Project.
PUB DATE- Sep 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Louisiana Evaluators (New Orleans, September 29-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Educational Innovation; Elementary Education; *Elementary School Teachers; Federal Aid; Financial Support; Formative Evaluation; Grants; *Information Dissemination; Interviews; *Mentors; Program Evaluation; Program Improvement; *Science Education; Science Instruction; Science Teachers
IDENTIFIERS- National Science Foundation

In 1993 the National Science Foundation approved the funding of a 5-year program to enhance science education within a large school district in the southern United States. The initial grant funded training for 34 mentors and identified 7 primary goals and 31 activities toward those goals. During the project, two teachers in each elementary school were trained as science mentors, who are to diffuse the proposed innovations throughout the school district. This report is part of a multi-year, multi-phase evaluation in its formative stage. The science mentors and five science specialists completed a questionnaire about the program and the communication between the mentors and specialists. From the responses of the teachers, the evaluation team suggests the following recommendations: (1) appointment of a program director; (2) improving district support through promotion and publicity; and (3) amending the scheduling and content of monthly meetings to meet teacher needs more closely. (Contains 6 references.) (SLD)

Bruno, Rosalind R.; Adams, Andrea
School Enrollment--Social and Economic Characteristics of Students: October 1993.
PUB DATE- Oct 94
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; *Economic Factors; Educational Background; Elementary School Students; Elementary Secondary Education; *Enrollment; *Family Characteristics; Higher Education; Hispanic Americans; Income; Labor Market; Mothers; Private Schools; Professional Education; Public Schools; Racial Differences; Secondary School Students; *Social Characteristics; *Student Characteristics

This report presents detailed tabulations of data on school enrollment of the civilian noninstitutional population in October 1993. It also includes a summary time series of data collected since the beginning of the survey in 1946. Data cover enrollment in "regular school" from nursery school through college and professional schools. Data are shown by the following characteristics: (1) age; (2) sex; (3) race; (4) Hispanic origin; (5) marital status; (6) family status; (7) family income; (8) education of the householder; (9) labor force status; (10) metropolitan residence; (11) region; and (12) mother's labor force status and education (for preprimary enrollment). Also shown are level and grade of school, public or private schools, full or part-time attendance, and two-year or four-year college. Vocational school enrollment is shown separately. In October 1993 about 65.4 million persons were enrolled in regular school, comparable to the number enrolled in 1992 but over 6 million more than were enrolled a decade earlier. Elementary school enrollment was around 31 million, with high school enrollment at 13.7 million, and a similar number enrolled in college. Included is a U.S. Department of Commerce News press release that discusses changes in school enrollment levels of the nation's race and Hispanic origin groups. Four figures and eight text tables present population characteristics. Nineteen detailed tables and 15 tables in an appendix present additional information. (SLD)

ED 379 319 TM 022 687

Deeter, Thomas; Wilson, Morris
Assessment Program Results 1993-1994.
PUB DATE- Oct 94
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Tests; College Entrance Examinations; *Criterion Referenced Tests; *Educational Assessment; Educational Improvement; Elementary Secondary Education; *Norm Referenced Tests; Program Evaluation; Standardized Tests; *Test Results; *Test Use; Writing (Composition); *Writing Evaluation
IDENTIFIERS- ACT Assessment; *Des Moines Public Schools IA; Iowa Tests of Basic Skills; Iowa Tests of Educational Development; Scholastic Aptitude Test

The goal of the district assessment program of the Des Moines (Iowa) school district is to provide information which improves teaching and increases learning. Students participate in a

Melancon, Janet G.; Thompson, Bruce
An Adjectival Self-Description Checklist Evaluating Myers-Briggs Type Indicator (MBTI) Types: Concurrent and Construct Score Validity.
PUB DATE- Nov 94
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; *College Students; Higher Education; *Measurement Techniques; *Personality Measures; Personality Traits; Reliability; *Scores; *Test Use; Validity
IDENTIFIERS- Adjective Scales; Confirmatory Factor Analysis; Exploratory Factor Analysis; LISREL Computer Program; Myers Briggs Type Indicator; Personal Preferences Self Description Quest

This study was conducted to evaluate whether the adjectival self-description checklist may provide a viable method of quickly obtaining initial personality type information. The Personal Preferences Self-Description Questionnaire (PPDSQ) was administered to more than 420 college students, and data were analyzed using classical reliability analysis and both exploratory and LISREL confirmatory factor analyses. Students also took the Myers Briggs Type Indicator (MBTI). Results generally supported a conclusion that PPSDQ scores are reasonably reliable and valid. Thirteen tables and two figures present details of the statistical analyses. An appendix presents some descriptive MBTI statistics. (Contains 21 references.) (Author/SLD)

ED 379 340 TM 022 725

Fitz-Gibbon, C. T.
Indicator Systems for School and Teacher Evaluation: Fire-Fighting It Is!
PUB DATE- Jul 94
NOTE- 26p.; Paper presented at the Annual National Evaluation Institute of the Center for Research on Educational Accountability and Teacher Evaluation (3rd, Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Improvement; Educational Research; Elementary Secondary Education; *Equal Education; *Evaluation Methods; Foreign Countries; National Competency Tests; *School Effectiveness; *Test Construction
IDENTIFIERS- Authentic Assessment; High Stakes Tests; *Indicators; *Monitoring; United Kingdom

In 1979, Gene Glass suggested that it might not be possible to evaluate schools nor to create widely applicable research findings, but that the complexity of education was such that merely "fire-fighting," establishing monitoring systems to alert about educational events, was the best approach. In the United Kingdom, monitoring systems are running in one form or another in over 1,000 schools. Two such systems, the A-Level Information System (ALIS) and the Year 11 Information System (YELLIS), are discussed. Both rest on tests and questionnaires administered in schools and the system of curriculum-embedded high stakes authentic testing used in the United Kingdom.

picture of each participating school than does the Private School Universe Survey, a supplement to the Common Core of Data. In 1990-91, the SASS found that there were approximately 24,690 private elementary and secondary schools in the United States, serving an estimated 4,673,878 students in kindergarten through grade 12. This suggests that nearly one-quarter of the schools in the nation are private, and that 1 out of every 10 students are in private schools. Findings from the SASS are presented in sections on: (1) characteristics of private schools as units; (2) characteristics of students; (3) characteristics of teachers and principals; (4) educational goals of teachers and principals, their perceptions of school climate, and rates of graduation and college attendance; and (5) descriptive profiles by religious or other affiliation. Ten figures and 44 figures present survey findings. Two appendixes contain tables of standard errors and technical notes. (Contains 31 references.) (SLD)

ED 379 361   UD 029 474

Goodwin, Judy; And Others
Remedial Plan for Asian LEP Students, An Assessment of Sheltered v. Mainstream Classes in New Instructional Model Schools, 1991-1992. Report #9302.
PUB DATE- Sep 92
NOTE- 38p.; For related documents, see ED 361 462 and UD 029 476.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Bilingual Education Programs; Comparative Analysis; Educational Planning; English (Second Language); High Schools; High School Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Limited English Speaking; Mainstreaming; Middle Schools; *Program Evaluation; *Remedial Programs; Student Attitudes; Teaching Methods; Urban Schools; Urban Youth
IDENTIFIERS- *Asian American Students; Focus Group Assessment; Language Minorities; Middle School Students; Philadelphia School District PA; *Sheltered English

This report presents the findings of two phases of a study of Asian limited-English speaking middle school and high school students' experiences in sheltered classes as compared with mainstream classes in the School District of Philadelphia (Pennsylvania). The study involved focus group interviews conducted with 114 English as a Second Language (ESOL) Level 4 Asian students at the secondary school level, classroom observations and interviews conducted with 10 high school content area teachers who taught both mainstream and sheltered classes in the same subject, and case studies of 59 Asian Limited English Proficient (LEP) students who attended these sheltered classes. The findings from the student focus groups indicated that at least 66 percent of the high school students and 90 percent of the middle school students felt they were learning content area subjects adequately in mainstream classes. Most of these students expressed a preference for classes with regular students and a desire to have taken regular classes when they were in ESOL Level 3. The findings from the teacher study revealed that sheltered class students received essentially the same curriculum as did their mainstream counterparts regardless of subject, and that most teachers in the sample modified their teaching to accommodate the needs of LEP students. However, few of these teachers used visual aids, props, or audiovisual equipment; and even fewer engaged the students in hands-on activities or cooperative

Renewal
IDENTIFIERS- *Europe (North); *United Kingdom

This collection was gathered from a seminar entitled "Education and Leisure in North European Urban Spaces," which was the result of cooperation between the Sports, Leisure, and Tourism Work Group of the International Union of Architects and the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Papers were given by experts on education, community architecture, and inner city projects, including the greening of redundant industrial areas and disused sites and designs for revitalization. Papers are: (1) "An Historical Perspective" (Geraint John); (2) "Rotterdam: Strategy for a City of the Future--'From Working City to Leisure City'" (S. Rijpma); (3) "The Role of Sport and Physical Recreation in Regenerating Part of Glasgow--The Glasgow GEAR Project" (Ivor Davies); (4) "Small Community Sports Centres" (Chris Harper); (5) "Greening the Community Landscape" (Dee Stamp); (6) "Children Design and Build for Play" (H. Meyer-Buck); (7) "Design and the Community: The Open Air Classroom" (Martin Madders and Chris Royffe); (8) "Good Practice in Inner City Leisure Provision" (Sue Glyptis); (9) "Recycling for Play" (David Stone); and (10) "Summary" (Geraint John). An appendix describes the Sunningdale (England) Community Development program. (SLD)

ED 379 381 UD 030 309

Rivera-Batiz, Francisco L.; Marti, Lilian
A School System at Risk: A Study of the Consequences of Overcrowding in New York City Public Schools. IUME Research Report No. 95-1.
PUB DATE- Jan 95
NOTE- 22p.; Prepared for the New York City Citizen's Commission on Planning for Enrollment Growth.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Size; *Crowding; Educationally Disadvantaged; Elementary Secondary Education; *High School Students; *Low Achievement; Poverty; Public Schools; *School Size; School Space; Socioeconomic Status; Student Attitudes; Teacher Attitudes; *Teachers; *Urban Schools
IDENTIFIERS- New York (New York); *New York City Board of Education

This research report presents data showing that overcrowding in the New York City public schools is having significantly negative effects on instruction and learning in the system. The impact is particularly strong in schools that have a high proportion of students of low socioeconomic background, where overcrowding is sharply linked to lower achievement. In New York City, enrollment growth has been quick and is occurring at all grade levels. Ninety-one of 111 high schools (82 percent) were operating above their capacity in 1993-94, and 415 of 774 (56 percent) elementary school buildings were above their capacities. Data from the Board of Education document the overcrowding, and a study of four overcrowded schools (130 percent above utilization rate) with surveys of 213 teachers and 599 students, indicates attitudes toward school crowding. Both students and teachers feel deeply affected by overcrowding, with many considering it the most serious issue facing the schools. Both students and teachers feel overwhelmed, discouraged, and often disgusted. Four tables present study findings. (Contains 17 references.) (SLD)

Johnston, Bill J.
Rip-Tides of Ideology.
PUB DATE- Nov 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Constructivism (Learning); Cultural Differences; Cultural Influences; Economics; *Educational Philosophy; Higher Education; *Ideology; Individual Differences; Modernism; Politics; Politics of Education; Social Theories; *Trend Analysis
IDENTIFIERS- *Postmodernism

The history of Western social thought may be examined by focusing on the linkage between dominant legitimating ideologies and various institutional structures of the social formation. As society moves in the direction of postindustrialism, the development of a constructivist, rather than deconstructive, form of postmodernism is needed. Postmodernists should attempt to articulate a vision of possibility which connects past, present, and future, mediated by recognition of changing political-economic conditions, so that adoption of strategies of cognitive flexibility, situational analysis, multiple role identification, and ongoing adaptability are represented as civic virtues and the tools for economic success. Postmodernism is grounded in the identification of differences and critical examination of the basis upon which difference is determined. Teachers can create classroom conditions under which issues of cultural difference are analyzed. School leaders need to become educated in the process and practices of cultural politics, in order to insulate teachers and students from political discord that may interfere with core instructional functions. Educators are urged to use postmodernist tools of discourse and critical analysis, continue the search for alterative communities and connectedness, and participate in the ongoing political struggle to fashion social meanings under which all might prosper. (Contains 15 references.) (JDD)

ED 379 262   SP 035 779

Ransom, Peggy E.; And Others
Student Teaching "Moonlighting"...Does It Have an Impact?
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Literature Reviews; Multiple Employment; *Part Time Employment; Paying for College; *Performance Factors; Preservice Teacher Education; *Student Employment; *Student Teacher Attitudes; Student Teachers; *Student Teaching

This study examined the impact of "moonlighting" on student teaching and the student teachers' final evaluations. A survey of 250 student teachers at a large midwestern university found that 49 percent received supplementary income while they were student teaching. Elementary education and special education student teachers worked an average of 15 hours a week, while secondary education student teachers averaged 20 hours a week. The major reason for "moonlighting" was economic necessity. Twenty-eight percent of the student teachers earned less than $100 per month, with approximately 20 percent of respondents in variables, and lists of concerns and feelings about self are appended. (Contains 11 references.) (JDD)

ED 379 279 SP 035 812

Lamson, Sharon L.
Action Research: Reflective Thinking Model Applied during Student Teaching.
PUB DATE- 20 Feb 95
NOTE- 15p.; Paper presented at the Annual Conference of the Association of Teacher Educators (75th, Detroit, MI, February 19-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Elementary Education; Higher Education; Preservice Teacher Education; *Reflective Teaching; *Student Research; Student Teacher Attitudes; Student Teachers; *Student Teaching; Teacher Education Programs; Teaching Models
IDENTIFIERS- *Central Missouri State University

The Department of Curriculum and Instruction at Central Missouri State University, Warrensburg, Missouri, has designed an experience for student teachers in elementary schools to prepare them for reflective thinking in their own classrooms. Student teachers conduct action research by reflecting on what they do in the classroom, identifying effective practices, and implementing positive change strategies. Action research papers (n=515) written over the past 4 years were examined to determine the breadth and variety of topics that student teachers are researching. A table lists the variety of concept areas researched, and 10 subsequent tables list topic areas in some of the major concept areas such as academic achievement, behavior management, mathematics, and reading. It is felt that the variety of research selections shows that the student teachers are finding issues in their own classrooms that interest them and they are willing to put forth the effort to find out alternative ways of approaching the issues. Individual faculty advisors may find a redundancy in the topics of their advisees, but this may be more faculty influence than student selection. The benefits of the process of action research are shown by comments subsequently made by the student teachers in their first years of teaching. Eleven tables, which make up most of the paper, detail the action research projects. Contains nine references. (JDD)

ED 379 280 SP 035 813

Sparapani, Ervin F.; And Others
Pre-Service Teacher Education Majors' Understanding of Issues Related to Diversity and Exceptionality.
PUB DATE- Feb 95
NOTE- 31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 19-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; Disabilities; Elementary Secondary Education; Gifted; Higher Education; *Knowledge Level; Methods Courses; *Multicultural Education; Preservice Teacher Education; *Special Needs

ED 379 298 TM 022 646

Freeman, John A.; And Others
Evaluation of a Summer Science Institute for Elementary Teachers.
PUB DATE- Sep 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Association of Louisiana Evaluators (New Orleans, LA, September 29-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; Elementary Education; *Elementary School Teachers; Information Dissemination; Knowledge Level; Mentors; *Physical Sciences; Pretests Posttests; Program Evaluation; Program Improvement; *Science Education; *Summer Programs; Teacher Attitudes; *Teacher Education; Teaching Methods; Training
IDENTIFIERS- Alternative Assessment; Louisiana

In 1993 the National Science Foundation awarded a Louisiana Parish a grant to fund a program to enhance science education in the elementary schools in the school district. Two teachers in each elementary school were to be trained as science mentors or lead teachers receiving instruction in physical science content, hands-on science programs, and training in alternative assessment. These teachers should disseminate this information in their schools. An evaluation of the summer training program for the first 34 science mentors used pretest and posttest scores on a measure of science knowledge, a consumer satisfaction form, observation during the training, and interviews with program staff. Average scores for teacher perceptions of their training on the content dimensions of science were very positive, and posttest scores indicated increased knowledge. Teacher attitudes about the program were generally positive, but some recommendations were made for program improvement based on teacher responses. These include greater emphasis on alternative assessment training, and additional training on some teaching methods and strategies. Seven appendixes list goals, contain the questionnaire, and provide information about the code structure and frequencies for strengths and weaknesses, along with posttest results. (Contains 7 references.) (SLD)

ED 379 299 TM 022 648

Young, Michele M.
Cognitive Reengineering: A Process for Cultivating Critical Thinking Skills in RNs.
PUB DATE- 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beliefs; *Cognitive Processes; *Critical Thinking; Educational Environment; Individual Development; Learning Theories; *Nurses; *Skill Development; Student Evaluation; *Teaching Methods; *Thinking Skills
IDENTIFIERS- Concept Mapping

Critical thinking has been identified as essential to development of the professional nursing role. A process, "cognitive reengineering," has been created to facilitate critical thinking skill development in RNs. The process is derived from adult learning principles, techniques of consciousness-raising, number of assessment activities, including norm-referenced, standardized tests, college entrance examinations, Advanced Placement Tests, the district's performance-based composition assessment, and criterion-referenced, objectives-based subject matter tests. On the average, however, students spend less than one percent of their time taking district assessments. District data sets are prepared and made available in manageable files. Test results, which are provided to stakeholders in various ways, indicate that Iowa students have done well on the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development. Scores on the American College Test and the Scholastic Aptitude Test have been above national means. Evidence from the district's writing evaluation indicates that student achievement is improving, but results from the criterion-referenced objectives-based assessments are mixed. Issues to be resolved in the future are discussed. Nine figures and 17 text tables, with 26 tables in 7 appendixes, portray district characteristics and assessment results. (SLD)

ED 379 320 TM 022 691

Resnick, Lauren
Performance Puzzles: Issues in Measuring Capabilities and Certifying Accomplishments. Project 2.3, Complex Performance Assessments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Definitions; *Educational Assessment; Educational Theories; *Evaluation Methods; Foreign Countries; *Measurement Techniques; National Competency Tests; *Standards; Testing; *Test Use
IDENTIFIERS- Europe; *Performance Based Evaluation; Situated Learning; *Standard Setting

This article explores issues involved in using assessments as a means of defining standards and encouraging efforts to meet them. It compares the European examination system with the present American testing system. It also considers issues that must be faced in defining learning domains in ways that do not encourage narrowly focused training on specific assessment items. Performance assessment is designed for a different set of social functions than is traditional American testing, and is grounded in different epistemological assumptions. A great deal of practical work is going into the design of new assessments for the new needs of education, but there is relatively little reflection on the theoretical aspects of the development of new assessments. Performance assessment cannot develop on solid ground without more explicit theories of situated cognition than are now available. A cognitive theory of accomplishment is needed for new forms of assessment. (SLD)

ED 379 321 TM 022 692

Muthen, Bengt
A Simple Approach to Inference in Covariance Structure Modeling with Missing Data: Bayesian Analysis. Project 2.4, Quantitative Models To Monitor the Status and Progress of Learning and Performance and Their Antecedents.
SPONS. AGENCY- Office of Educational Research and Improvement

Experience with these systems suggests that an external examination system is a fundamental requirements of fair and effective schooling. Without it, neither equity nor effectiveness can be assessed adequately. The external examination system of the United Kingdom is an example of the type of complex system that is likely to lead to the development of self-reliant institutions fed by high quality statistics. Such a system is grounded in a research ethos rather than an evaluative stance. Five figures and two tables illustrate the discussion. (Contains 15 references.) (SLD)

ED 379 341 TM 022 727

Steadman, David G.
School Evaluation in Russia: A Cooperative Venture To Establish World Class Standards.
PUB DATE- Jul 94
NOTE- 11p.; Paper presented at the National Evaluation Institute of the Center for Research on Educational Accountability and Teacher Evaluation (CREATE) (Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *Cooperation; Cross Cultural Studies; Economic Factors; *Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Institutional Evaluation; Peer Evaluation; Private Schools; Public Schools; *Self Evaluation (Groups); *Standards
IDENTIFIERS- *Russia; Standard Setting

Of concern to private and public schools in Russia is the evaluation of teachers and schools. The use of voluntary, nongovernmental peer evaluation using extant Western accreditation processes is one choice that is being used in several public and private schools in Russia. This system of peer evaluation and friendly criticism contrasts markedly with the traditional monolithic and generally negative evaluation in Russia. Economic factors hamper the adoption of Western evaluation methods, but they are being embraced to an increasing degree. The new format of school evaluation will result in an exchange of ideas related to performance expectations that has never existed before. Evaluators must get beyond the idea that "made in the U.S." is the standard for the whole world. The move to real "world class" standards receives an important boost from the evaluation exchange that is taking place in Russia today. (Contains 2 references.) (SLD)

ED 379 342 TM 022 728

Reckase, Mark D.
Standard Setting on Performance Assessments: A Comparison between the Paper Selection Method and the Contrasting Groups Method.
PUB DATE- Jun 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; *Criteria; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Judges; Scores; Scoring; *Selection; *Statistical Distributions
IDENTIFIERS- Contrasting Groups Method; National Assessment of Educational Progress; Paper Selection Method; *Performance Based Evaluation; Probabilistic Models; *Standard Setting

learning. Recommendations from the study point to the need for more intensive work with both sheltered and mainstream content area teachers in the use of techniques that are critically needed for LEP students, and are also appropriate for mainstream students. (JB)

ED 379 362 UD 029 476

Goodwin, Judy; And Others
Remedial Plan for Asian LEP Students. Student Case Studies. Report #9316.
PUB DATE- Jun 93
NOTE- 256p.; For related documents, see ED 361 462 and UD 029 474.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Asian Americans; *Case Studies; *English (Second Language); Ethnic Groups; High Schools; High School Students; Immigrants; Language Proficiency; *Limited English Speaking; Mainstreaming; Minority Groups; *Remedial Instruction; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Asian American Students; Language Minorities; *Philadelphia School District PA; Sheltered English

This document is composed of 5 separate volumes which represent case studies of 57 Asian Limited English Proficient (LEP) high school students who attended sheltered classes in the Philadelphia School District (Pennsylvania). Case studies, conducted in 1991-92, were part of a larger study of the student experience in sheltered classes in comparison with mainstream classes at four New Instructional Model High Schools. The case study in school 1 represented 5 Cambodian, 5 Vietnamese and 2 Chinese students who ranged in age from 16 to 20 years. The students sampled in school 2 ranged in age from 14 to 19 years and 10 came from Vietnam, 5 from Korea, 4 from Laos, 4 from Cambodia, 2 from China and 2 from India. The case study in school 3 was represented by 9 students from Vietnam, 1 from Korea, 1 from Cambodia, and 1 from Burma. Students ranged in age from 14 to 20 years. In school 4, students in the case study were 14 to 21 years old and 2 students were from Vietnam, 3 were from Cambodia and 1 was from China. Each student was observed by an evaluator for a school day, and structured follow-up interviews were conducted for each student and each student's English as a Second Language (ESL), mathematics, science, and history teachers. Most students in the sample felt more comfortable in sheltered classes, and believed that they would not have been able to cope with mainstream classes. Students, teachers, and evaluators commented on the oral language difficulties students were experiencing at all four schools. Data support earlier findings about the instructional program that indicate that opportunities for developing oral language are limited in both ESL and sheltered classes because of the predominance of traditional teacher-centered instruction that tends to inhibit oral interaction. Students rarely have the opportunity to interact with native English-speaking students during the school day to practice spoken English. (SLD)

ED 379 363 UD 030 276

Mothe, Gordon de la
Reconstructing the Black Image.
PUB DATE- 93
NOTE- 148p.

ED 379 382 UD 030 310

Haynes, Norris M.
How Skewed Is "The Bell Curve"?
PUB DATE- Jan 95
NOTE- 24p.; Reviews "The Bell Curve: Intelligence and Class Structure in American Life" by R. J. Herrnstein and C. Murray, 1994.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- s attitudes toward school crowd teachers feel deeply affected by overcrowding, ,Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Ability; Environmental Influences; *Genetics; Heredity; *Intelligence; Intelligence Differences; *Nature Nurture Controversy; Political Influences; Public Policy; *Racial Differences; Scientific Methodology; Social Class
IDENTIFIERS- *Bell Curve (Herrnstein and Murray)

Few books have generated as much controversy as the recently published "The Bell Curve: Intelligence and Class Structure in American Life." The tremendous polarization on the issue of the relationship between intelligence quotient (IQ) to race and social class, reinforced by the book, and the potential this book has for undermining social programs designed to help the poor and disenfranchised make it worthy of attention. It is a pseudo-scientific treatise that must be considered in the sociopolitical and philosophical contexts within which it is written. Evidence suggests that "The Bell Curve" is a philosophically skewed attempt at revising and reviving the idea that nature is more significant and important in determining intelligence and survivability than is nurture. The author analyzes the book's hypotheses, which are often convincingly presented, and considers its social policy implications for the disadvantaged and children's programs. Herrnstein's and Murray's thesis of genetic inferiority and inherited cognitive deficiency is without scientific merit, and is contrary to the spirit of the American constitution. (Contains 27 references.) (SLD)

ED 379 383 UD 030 311

Haynes, Norris M.
School Readiness and the Non-Mainstream Urban Child: An Ecological Approach.
PUB DATE- Oct 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; Cognitive Development; *Early Childhood Education; *Ecological Factors; Educational Change; Individual Differences; *Minority Groups; Poverty; *School Readiness; School Readiness Tests; Social Support Groups; Student Adjustment; Student Placement; Urban Schools; *Urban Youth
IDENTIFIERS- America 2000; Ecological Paradigm

The school readiness goal of the America 2000 educational reform program admits that not all children start school ready to learn, but implies that with proper and adequate interventions, all children can start with the requisite cognitive and social adaptive skills that will enable them to learn. This paper discusses and analyzes critical skills related to the preparation and support of poor urban children in preschool and each of the following categories: $100 to $199, $200 to $299, and $300 to $499 monthly. Eighty-six percent of respondents earned an A in student teaching, with 13 percent earning a B. Sixty-four percent of respondents reported that "moonlighting" did not affect their student teaching. Forty percent thought that student teaching caused extra stress and anxiety. Results are compared with findings of a 1992 study by R. Alley and M. Ballenger. Recommendations for further research are offered. (JDD)

ED 379 263 SP 035 780

Johnson, David W.; And Others
Cooperative Learning in the Classroom.
PUB DATE- 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Cooperative Learning; Educational Strategies; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Teacher Role; Teaching Methods

This book provides specific strategies for the classroom teacher beginning to use cooperative learning or improving the use of cooprative learning. It explains conceptually what cooperative learning is and what makes it work. Cooperative learning is presented as a technique that helps raise the achievement of all students; helps build positive relationships among students; and gives students experiences necessary for healthy social, psychological, and cognitive development. Cooperative learning replaces the mass-production, competitive organizational structure of most classrooms and schools with a team-based, high-performance organizational structure. In most classrooms, it is recommended that cooperative learning be used 60 to 80 percent of the time. The teacher's role in implementing cooperative learning includes: (1) pre-instructional decisions (selecting instructional materials and objectives, assigning students to groups, arranging the classroom, and assigning roles); (2) taskwork and teamwork (explaining the academic task, structuring positive interdependence, and specifying desired behaviors); (3) executing the cooperative lesson, which includes monitoring students' behavior and providing closure; and (4) post-lesson activities (evaluating the quality and quantity of learning, and analyzing group effectiveness). (Contains 23 references.) (JDD)

ED 379 264 SP 035 784

Howey, Kenneth R.; And Others
RATE VII: Teacher Preparation in the Urban Context.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Career Choice; Clinical Experience; College Choice; College School Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; Preschool Education;

Students; *Student Teacher Attitudes; Surveys; Universities
IDENTIFIERS- *Preservice Teachers

A survey instrument was developed to examine preservice teachers' understanding of classroom issues related to exceptional needs and cultural diversity. The instrument was administered to 832 preservice teachers at universities in Alabama, Michigan, Montana, New York, and Washington at 3 levels (beginning, middle, and end of program). Data are displayed in 18 tables showing responses by state and number of methods courses for exceptional needs, by state and methods courses for cultural diversity, and for all states by methods courses. Preservice teachers generally agreed that students with learning disabilities took more time to master skills, disagreed that it was easier to work with gifted students, agreed that special needs students should be evaluated differently than regular students, preferred to teach in a school setting similar to that in which they grew up, knew about ways to encourage parents from multicultural backgrounds to participate in the educational process, and felt comfortable with infusing multicultural material into their teaching. The paper concludes that preservice teachers indicate that they basically understand the issues. There was not much change in responses when looking at the beginning or end of programs; differences generally occurred in the middle portions of programs. The survey instrument is appended. (Contains 11 references.) (JDD)

ED 379 281 SP 035 814

How Teachers Are Changing Schools. First Edition.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 94
NOTE- 107p.; Prepared with the support of the John S. and James L. Knight Foundation and the Sega Youth, Education and Health Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Change Agents; *Change Strategies; Educational Change; Elementary Secondary Education; House Plan; Leadership; *School Based Management; School Community Relationship; *School Restructuring; *Teacher Participation; *Teacher Role; Team Teaching; Teamwork

The Teachers Network created The Teachers Voice Initiative to bring teachers together and empower them to create their vision of the future of education. This book presents the perspectives of participating teachers, who report on their experiences as agents of change and designers of curriculum. Papers include: "Teacher Leadership for Creating Innovative Schools" (Linda Darling-Hammond); "Where Does Change Begin? Change Starts in the Classroom, Reform Begins with the Classroom Teacher" (Joyce Kent); "What Happens When Teachers Open Their Classroom Doors and Let the World In? Learning Will Never Be the Same" (Nancy Powell); "Weekend Writer's Briefcase" (Lynn Cherkasky-Davis); "How Teachers Are Forming Teams To Create Change" (Alfred T. Ludwig); "Is Anybody Listening?" (Priscilla Franks and Mary McGirr); "BEST Building an Educational Support Team Reform" (Patricia McHugh); "Envisioning the Future...A Process for Change" (Carol M. Bantz); "The School-Based Management Team" (Deanne Delehanty); "Account of a School in the Throes of Restructuring" (Joyce Kent); "Middle School Reform: The DeVeaux and transformational theory. Its basic components include examination, disassembly, transformation and reassembly of assumptions, beliefs, and perspectives using personal experience, historical research, nursing trends, and nursing issues as content for exploration. Essential environmental conditions include mechanisms to engage the student, a knowledgeable facilitator, models, and peer support. Conceptual mapping is a tool which can be used to assess student development. (An attachment presents the theoretical and conceptual basis for the paper.) (Contains 16 references.) (Author)

ED 379 300   TM 022 649

Jackson, Douglas N.
The Exploration of a Selection of Conative Constructs Relevant to Learning and Performance. Project 2.3. Complex Performance Assessments: Expanding the Scope and Approaches to Assessment. Defining Conative Construct.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Need; Affective Behavior; Behavior Patterns; Cognitive Processes; *College Students; *Educational Assessment; *Goal Orientation; Higher Education; Mastery Learning; Measurement Techniques; *Motivation; Performance; Psychometrics; Self Concept; *Test Use; Test Validity
IDENTIFIERS- *Conation; Performance Based Evaluation

The term "conative" is used to describe constructs that span both motivational and volitional aspects of human behavior, distinguished from constructs that emphasize cognition and affection. Among the conative constructs are achievement strivings, beliefs about self-esteem and self-efficacy, interests and attitudes about learning, volitional aspects, and constructs related to self-regulation and mindfulness. This pilot research project was conducted to gain familiarity with various instruments used to measure conative constructs and to gain preliminary understanding of interrelationships among the conative constructs measured by the instruments. Sixty college students completed measures of approaches to learning and studying, mindfulness, action versus state orientation, and mastery versus performance orientation. On the whole, these measures demonstrated reasonably good psychometric properties and represented a good preliminary approach to research on the conative constructs. Of particular interest was the high correlation between mindfulness and the deep approach. (Contains 24 references.) (SLD)

ED 379 301   TM 022 650

Koretz, Daniel
The Evolution of a Portfolio Program: The Impact and Quality of the Vermont Portfolio Program in Its Second Year (1992-93).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 66p.; For the interim evaluation report, see ED 367 675.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

(ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; *Estimation (Mathematics); Maximum Likelihood Statistics; Monte Carlo Methods; Simulation; *Statistical Inference
IDENTIFIERS- *Covariance Structure Models; *Missing Data

This paper investigates methods that avoid using multiple groups to represent the missing data patterns in covariance structure modeling, attempting instead to do a single-group analysis where the only action the analyst has to take is to indicate that data is missing. A new covariance structure approach developed by B. Muthen and G. Arminger is used. The approach draws on Bayesian theory and is a full-information estimator as is maximum-likelihood estimation. The proposed methodology is described briefly, and tests of its performance on simulated data in a Monte Carlo study under various forms of missing data are reviewed. This easy-to-use approach results in good properties for the parameter estimates. The technique is not, however, yet available in covariance structure software. Two tables are included. (Contains 6 references.) (SLD)

ED 379 322 TM 022 693

Muthen, Bengt
Latent Variable Modeling of Longitudinal and Multilevel Data. Project 2.4, Quantitative Models To Monitor the Status and Progress of Learning and Performance and Their Antecedents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; Error of Measurement; Learning; *Longitudinal Studies; Mathematics Tests; Models; *Psychometrics; Sampling
IDENTIFIERS- *Latent Variables; *Multilevel Analysis; Variance (Statistical)

The modeling of longitudinal and multilevel data using a latent variable framework is reviewed. Particular emphasis is placed on growth modeling. Examples are discussed where repeated observations are made on students sampled within classrooms and schools. The concept of a latent variable is a convenient way to represent statistical variation not only in conventional psychometric terms with respect to constructs measured with error, but also in the context of models with random coefficients and variance components. These features are explored. The random coefficient feature is shown to be a useful way to study change and growth over time, while the variance component feature is shown to correctly reflect common cluster sampling procedures. Four tables and four figures are included. (Contains 19 references.) (Author/SLD)

ED 379 323 TM 022 694

Barton, Paul E.; Lapointe, Archie
Learning by Degrees: Indicators of Performance in Higher Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.

Comparative results are presented for procedures recently appearing in literature related to standard setting on the National Assessment of Educational Progress--the paper selection method and the contrasting group method. For this comparison, a probabilistic model with normal distribution of performance and a six-point scale were assumed. The paper selection method (American College Testing) requires judges to conceptualize students that are just at the borderline between categories. Papers are selected from a set that represents all levels of performance students at the borderline would likely have produced. The standard is set at the mean of the scores assigned to those papers as part of the regular scoring process. The contrasting groups method requires that teachers internalize the construct to be assessed, and then select students above and below the criterion of success. Papers for those students are scored, and a point between the two score distributions is selected as the standard. For the cases that were modeled, the paper-selection procedure provided better estimates of the standard and the percent above the standard than did the contrasting group procedure. Six tables and 13 figures (graphs) present details of the analyses. (Contains 9 references.) (SLD)

ED 379 343 TM 022 730

Tasse, Marc J.; And Others
Construction of a Computerized Adaptive Testing Version of the Quebec Adaptive Behavior Scale.
PUB DATE- Jun 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (118th, Boston, MA, May 31-June 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; *Adjustment (to Environment); Adults; Behavior Rating Scales; *Computer Assisted Testing; Databases; *Estimation (Mathematics); Item Banks; Item Response Theory; Mental Retardation; Simulation; Statistical Analysis; *Test Construction; Test Items
IDENTIFIERS- Item Parameters; *Quebec Adaptive Behavior Scale

Multilog (Thissen, 1991) was used to estimate parameters of 225 items from the Quebec Adaptive Behavior Scale (QABS). A database containing actual data from 2,439 subjects was used for the parameterization procedures. The two-parameter-logistic model was used in estimating item parameters and in the testing strategy. MicroCAT (Assessment Systems Corporation, 1989) was then used to manage the item banks and Computerized Adaptive Testing (CAT) environment during a simulation run using data from a randomly selected sample of 200 subjects taken from the larger data base. The simulation of the QABS-CAT testing indicates that levels of ability can be estimated for each of the seven skill domains by using only 30% of the items of the conventional version. The numerous advantages of item response theory and CAT as applied to the assessment of adaptive behavior with regard to the changing definition of mental retardation (Luckasson et al., 1992) are discussed. (Author/SLD)

ED 379 344 TM 022 733

Romanik, Dale G.; Froman, Terry
Results from the 1992-93 Administration of the School Report Card Survey.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *African Culture; African History; Art Education; *Blacks; Competence; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Imagery; Instructional Materials; Self Esteem; Slavery; Social Development; *United States History
IDENTIFIERS- *England; *Reconstructive Approach

This books aims to develop curriculum approaches and material appropriate to black students that can enhance their personal development, self-esteem, competence, and understanding of society, while it helps young whites develop a greater understanding of the contributions made by black people to history and social development. The context is that of the English school system. Images from art are used as stimuli, and the social and historical realities relating to images are linked to produce departure points for further study and research. Section 1 focuses on "White History and the Distortion of Black History." In section 2, the topic is "African Reactions to Slavery and Colonisation," while section 3 concentrates on "Religion and the Role of Black People." Section 4 considers "The Centuries of Struggle." A concluding chapter explores "Reconstructing the Black Image in the History National Curriculum." (Contains 31 references.) (SLD)

ED 379 364   UD 030 277

Twitchin, John, Ed.
The Black and White Media Book. Handbook for the Study of Racism and Television. Revised Edition.
PUB DATE- 92
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Culture; *Blacks; Cultural Awareness; Elementary Secondary Education; Foreign Countries; Imagery; *Mass Media Effects; Media Research; *Racial Bias; Resource Materials; *Teacher Education; Teaching Methods; *Television; Whites
IDENTIFIERS- *Great Britain

This book offers a comprehensive analysis of British media representation of black people together with detailed examples of racial bias and practical teaching strategies and references to materials for teachers and teacher educators for examining this bias. The first section provides materials and exercises for in-service courses and workshops. Sections 2 and 3 present the following perspectives on cultural racism and the media, and classroom resources for teaching about the media: (1) "Black Mythologies: Representation of Black People on British Television" (Angela Barry); (2) "Black Independent Film in Britain: Historical Overview" (Jim Pines); (3) "Reflections on (1) Language of Racism (2) the Legacy of Colonialism (3) Prejudice and the Press" (Bhikhu Parekh); (4) "Attitudes, Race Relations and Television" (Gajendra Verma); (5) "The Raj Revival" (Salman Rushdie); (6) "Reflections on Recent TV Coverage of Africa" (Zeinab Badawi); (7) "Media Studies in Primary School" (Laura Sparrow); (8) "Racism and Comics" (Brian Thompson); (9) "Checklists for Identifying Racist Imagery and early school years. It is suggested that readiness does not reside in children as a fixed attribute, but is rather the result of the dynamic interaction between the child and the learning environment, in which each child's potential to succeed is mediated by significant adults and the supportive nature of the social and learning contexts in which children perform. The differences in support and environment faced by poor urban children are discussed, and the ways in which readiness is determined are reviewed. An ecological model of school readiness is proposed that suggests a dynamic process of reciprocal influence of several factors that influence children's school readiness. The model includes the six components: (1) individual potential; (2) the larger distal social context; (3) proximal social contexts; (4) developmental pathways; (5) readiness indicators; and (6) school progress and growth. One figure outlines the model. (Contains 23 references.) (SLD)

ED 379 384   UD 030 312

Louis, Karen Seashore; And Others
Professionalism and Community: Perspectives on Reforming Urban Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Community Development; *Educational Change; Educational Environment; Educational Practices; Elementary Secondary Education; Longitudinal Studies; Professional Autonomy; *Professional Development; *School Restructuring; Teaching Methods; *Urban Schools; Work Environment
IDENTIFIERS- *Professionalization of Teaching; *Teacher Empowerment

Social, cultural, political, and organizational characteristics of urban schools that make them difficult settings for teachers are discussed. It is suggested that, while an emphasis on professional community would be beneficial for all students, it is particularly pressing for urban schools where other resources for school reform are limited. Teacher empowerment alone is not sufficient. For empowerment to work to the advantage of students and teachers, a shared commitment to a fundamental change of teaching practice requires the addition of a focus on the community. Part 1 discusses the examination of professional community that grew out of a longitudinal study of schools that are well along in the restructuring process. Part 2 of this document presents five case studies from high schools, middle schools, and an elementary school (kindergarten through 8th grade), one of which illustrates a school where reform is not being implemented successfully. Part 3 reflects on the cases to provide further development of the framework and discusses what teachers and administrators can do to promote professional community. Four appendixes present supplemental information, two tables, and three illustrative figures. (SLD)

ED 379 385   UD 030 313

Chapter 1 Basic Skills Improvement Program. An Information Booklet for Parents.

*Preservice Teacher Education; *Schools of Education; Student Characteristics; Student Teacher Attitudes; *Student Teachers; Student Teaching; Teacher Attitudes; *Teacher Education Curriculum; Teacher Education Programs; *Urban Education; Work Environment
IDENTIFIERS- Council of Great City Schools; Research About Teacher Education Project

The Research About Teacher Education (RATE) project is an ongoing data collection effort to establish a reliable database about institutions of higher education where teachers are prepared, and about the faculty, students, and programs at these institutions. This study on the preparation of teachers in urban settings collected data from 230 teacher educators, 220 students, and 52 deans or heads of education in 58 teacher education programs in cities belonging to the Council of Great City Schools. The study examined: working conditions of teacher education faculty; relationships with preschool, elementary, and secondary schools; indices of program quality and capacity for further renewal; programming for teaching in an urban setting; college selection and career orientation of the student sample; academic achievement and related accomplishments; and laboratory, clinical, and field experiences. Results indicated that: (1) almost 55 percent of faculty respondents were female and 15 percent were nonwhite; (2) over a third of prospective teachers reported an "A" high school grade average; (3) over 90 percent of students rated their preparation above average; (4) 51 percent viewed their education courses as intellectually demanding as their noneducation courses; (5) education heads and faculty reported willingness by major urban districts to cooperate with them on teacher education matters; (6) many preservice teachers preferred not to teach in an inner-city context; and (7) further attrition and diminishment of what was a weak laboratory and clinical base in teacher preparation was found. Appendixes list institutions participating in the study and RATE Research Team members. (JDD)

ED 379 265 SP 035 785

Howey, Kenneth R.; And Others
RATE VIII: Teaching Teachers--Relationships with the World of Practice.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Role; *College School Cooperation; *Cooperative Programs; Educational Change; Educational Cooperation; Elementary Secondary Education; Higher Education; *Partnerships in Education; Preschool Education; Preservice Teacher Education; *Schools of Education; Teacher Attitudes; Teacher Education Programs; Teacher Role
IDENTIFIERS- Research About Teacher Education Project

The Research About Teacher Education (RATE) project is an ongoing data collection effort to establish a reliable database about institutions of higher education where teachers are prepared, and about the faculty, students, and programs at these institutions. This RATE study is based on a survey of 91 heads of schools, colleges, and departments of education (SCDEs) and 388 teacher education faculty, and on institutional data concerning 91 schools of education. The study investigated changes in the responsibilities of teacher education methods

Plan" (Mary R. Zaye); "Reaching Out to the Community" (Doris Griffin); "Koffee Klatches" (Robert Liftig and Raymond Pace); "The Galileo Family Project" (Charles Hibbard and others); "Beginnings, A Homegrown Recipe for Creating a School-within-a-School at Chapel Hill High School" (Judith D. Jones); "Teacher-Designed Schools" (Lynn Cherkasky-Davis); "Charter Schools: Innovations in Educational Reform" (Todd Ullah); and "Assessing Our Reform Efforts" (Leslie Tarbet). Four case studies are presented. Team Teaching at the Walt Disney School (Chicago, Illinois), by Lynette Hill; Santa Ynez Valley Union High School (California), by Jon Snyder;, Lompoc Valley Middle School Challenger Program (California), by Marianne D'Emidio-Caston; and The Foundation School housed within the Florence b. Price Elementary School in Chicago (Illinois), by Lynette Hill. A bibliography of 30 school change resources and a list of 22 organizations and networks supporting school change are provided. (JDD)

ED 379 282   SP 035 833

Rosales, Carmen Leonor
Graduate School Programs and Doctoral Research in Curriculum Studies in Twenty-Five Leading Research Universities in the United States of America. A Report of a Post-Doctoral Fellowship Research Study.
PUB DATE- Sep 94
NOTE- 678p.; Post-Doctoral Fellowship Research Study, Pennsylvania State University.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Curriculum; *Curriculum Research; *Doctoral Dissertations; *Graduate Study; Higher Education; Postdoctoral Education; *Program Descriptions; Program Evaluation; *Research Universities; *Schools of Education

This post-doctoral study was conducted to investigate selected features of graduate schools, including graduate schools of education, and graduate programs in curriculum studies in 25 leading research universities in the United States. This document describes the unique features of each of the graduate schools in the universities in regard to enrollment, faculty and student groups, tuition rates, school programs, degrees offered, academic requirements for admission and graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities; features of the graduate programs in curriculum studies in regard to enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals and strengths of the graduate degrees; unique research features about each of the 25 programs in curriculum studies in regard to curriculum research, availability of research courses dealing with forms of curriculum inquiry, methods of preparing graduate students in curriculum inquiry, faculty research, research problems, and forms of curriculum inquiry employed in 1,547 doctoral dissertations published from January 1993 to June 1994. Graduate programs at the following colleges or universities were included: Boston College (Massachusetts), Cornell (New York), Harvard (Massachusetts), Indiana, Louisiana State, Michigan State, Ohio, Pennsylvania State, Purdue (Indiana), Rutgers (New Jersey), Stanford (California), Teachers College/Columbia (New York), Georgia, Illinois, Iowa, Michigan, Minnesota, North Carolina, Southern California, Texas, DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Interviews; Mathematics Tests; *Portfolio Assessment; Portfolios (Background Materials); Principals; Program Development; Program Evaluation; Program Improvement; Questionnaires; Scores; Scoring; *State Programs; Teacher Attitudes; *Testing Programs; Test Interpretation; Test Reliability; Test Results; Writing Evaluation

IDENTIFIERS- *Performance Based Evaluation; *Vermont

Since 1988 the Vermont Department of Education has been developing an innovative statewide performance assessment program. In 1990, the RAND Corporation began evaluating the Vermont assessment program, focusing specifically on the portfolio component of its assessment system. This report presents results from the evaluation in the 1992-93 school year. It presents results of interviews of principals in a random stratified sample of nearly 80 Vermont schools, questionnaires completed by mathematics teachers statewide, and analyses of the reliability of portfolio scores. Questionnaires indicate that teachers perceive the program as causing substantial change in instruction that are consistent with program goals. Teachers also indicate that the program imposes substantial burdens on them, and that variations in program implementation are sufficient to jeopardize comparative interpretations of test results. In 1993 there was improvement in score reliability in mathematics but not in writing, although reliability remained too low for many uses. Overall, 1993 results show appreciable but inconsistent progress. Twenty-six tables present evaluation findings. Appendixes contain an additional seven tables of correlations and a discussion of scores. (Contains 8 references.) (SLD)

ED 379 302 TM 022 651

Crehan, Kevin D.; And Others

A Comparison of Testlet Reliability for Polytomous Scoring Methods.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Item Response Theory; *Measurement Techniques; *Reading Tests; *Scoring; Test Construction; Test Items; *Test Reliability; Thinking Skills

IDENTIFIERS- Max Alpha Scoring; Number Right Scoring; *Polytomous Scoring; *Testlets

Among the measurement techniques receiving greater attention is the context-dependent item set or testlet. The context-dependent item set consists of a scenario and related test questions. This item format is generally believed to be able to tap higher level thinking. Unfortunately, this item form leads to inter-item dependence within item sets and inflated reliability estimates when items are treated as unrelated. In this study alternative ways to score item sets (number right and max-alpha scoring) are examined with respect to classical reliability and item response theory (IRT) information using both dichotomous and polytomous scoring models. Responses of 2,817 examinees to 17 items in a reading test served as the data set. The results are consistent with previous research showing inflated reliability estimates when context-dependent item sets are treated as stand-alone items. The evidence

PUB DATE- 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *College Graduates;
Communication (Thought Transfer); Critical Thinking;
Educational Assessment; *Higher Education; *Literacy; National
Surveys; *Outcomes of Education; *Performance; Problem Solving;
Standardized Tests; Standards; Test Construction; Young Adults
IDENTIFIERS- *Indicators; National Assessment of Educational
Progress; National Education Goals Panel; Standard Setting

Information about the performance of higher education graduates and how we can develop better performance indicators is limited. There is some information on aspects of the results of higher education from synthesis of small scale research projects, from standardized tests, and from national surveys. There are also efforts underway to design an indicator system that would track progress with regard to cognitive outcomes and literacy. A group appointed by the National Education Goals Panel has recommended that a new assessment system be created for higher education modeled on the existing one for elementary and secondary education, the National Assessment of Educational Progress. Some preliminary work has been done in identifying indicators of good practice. The question is now whether efforts to secure better information can reach consensus in the higher education community. An important element of any indicator system must be the academic performance of college graduates in some set of content and skill disciplines. Consensus around skills, centering on communications, critical thinking, and problem solving, is more likely than consensus on content knowledge. A number of example tasks are presented as potential measurement techniques. Twenty-three figures illustrate the discussion. (SLD)

ED 379 324 TM 022 695

Ditman, David L.; And Others
Assessing Alcohol Availability in Your Community. Procedures
Manual. Occasional Paper Series.
SPONS. AGENCY- Substance Abuse and Mental Health Services
Administration (DHHS/PHS), Rockville, MD. Center for Substance
Abuse Prevention.
PUB DATE- 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Characteristics; *Data Collection;
*Drinking; *Evaluation Methods; Needs Assessment; *Research
Methodology; Sampling; Substance Abuse; *Surveys
IDENTIFIERS- *Availability Rate

As part of a high-risk youth grant from the Center for Substance Abuse Prevention, the Southwest Regional Laboratory developed and implemented a survey of alcohol sales establishments. The purpose was to assess the availability of alcohol in the community and changes in availability over time that may have an impact on findings related to project activities and services provided to the target population. This survey was so successful that the process and instrument are presented for use by other communities. This document presents the rationale

PUB DATE- Mar 94
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Discipline; *Educational Change; Educational Improvement; Elementary Secondary Education; *Instructional Effectiveness; Parent Participation; *Parents; Partnerships in Education; *Public Opinion; *Report Cards; Satisfaction; School Districts; School Safety; Strategic Planning; *Students; Surveys
IDENTIFIERS- *Dade County Public Schools FL; Florida (Dade County); Stakeholders

The Dade County (Florida) School Report Card Project was initiated during the 1988-89 school year to collect opinions of various groups of stakeholders for strategic planning and system-wide improvement. In 1992-93, approximately 90 schools were sampled. About 101,000 parent and 5,700 student surveys were distributed, with return rates of 61.8% for parents and 59.7% for students. Survey results indicate that parents are generally satisfied with the education their children are receiving, with 7 of 10 rating their schools excellent or good. Elementary schools were more highly rated than secondary schools, and were more likely to be perceived as caring, personalized, safe, and orderly. A number of effectiveness factors were still rated low by parents and students, with student behavior and respect for teachers considered lacking. Students report little involvement by parents at the high school level, and a quarter of students report that they do not discuss school with parents or guardians. Improving the home-school partnership will be particularly important at the secondary level. Eleven tables and 12 figures summarize survey findings. Six appendixes which form the bulk of the report provide technical information, the surveys, and data by district, as well as by elementary, middle, and senior high schools. (Contains 14 references.) (SLD)

ED 379 345 TM 022 739

Griffith, Julia E.
Chapter 2 Formula Final Report, 1993-94.
PUB DATE- Aug 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Failure; Achievement Gains; *Compensatory Education; Dropout Prevention; Elementary Secondary Education; *Federal Aid; Federal Legislation; High Risk Students; Library Development; *Professional Development; Program Development; *Program Improvement; Resource Allocation; School Districts; Second Language Instruction; Spanish
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2

Chapter 2 Formula funds provide federal aid to states through the Elementary and Secondary Education Act (ESEA) of 1965 as amended in 1988 by PL 100-297. Funds can support programs for students at risk of failure or dropping out, or students for whom providing an education entails higher than average costs. Funds can also support programs for educational innovation, professional development, and a variety of supplemental and compensatory efforts. In 1993-94 the Austin Independent School District (Texas) received $631,904, which included some funds from prior years. Funds were allocated for a number of

Thinking in Books/the Media"; (10) "Using Video Resources in PSE Courses on Racism in Britain" (Alec Roberts); and (11) "A Questionnaire for Using 'The Black and White Media Show' in School" (Mary-Lynne Durrell). Part 4 discusses using "The Black and White Media Shows," a television presentation, in initial and in-service training. (SLD)

ED 379 365   UD 030 278

MacDonald, Suzanne
Transformed Contexts: Friendships of Samoan Students in a Non-Tracked High School in Honolulu.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Preparation; Disadvantaged Youth; *Educational Experience; Extracurricular Activities; *Friendship; High Schools; *High School Students; Minority Groups; Peer Relationship; Role Models; *Samoan Americans; Student Characteristics
IDENTIFIERS- *Hawaii; Samoans; Student Engagement

An ethnographic study was conducted of the school experience of 33 Samoan students at a nontracked urban college preparatory high school in Honolulu (Hawaii). Multiple sources of data were used, the most central being structured interviews with nine current students, their teachers, and their parents. Student friendships were of special interest as a means of examining student engagement. Samoan students in Hawaii are a definite minority, and they are frequently among the educationally and economically disadvantaged. Friendships and activities with friends were central to the school experience of these students, and many had an ethnically diverse group of friends. The central role of the school in these students' lives was apparent. Friends were usually in the same class and were frequently involved in the same extracurricular activities. Helping, modeling, and networking were evident in reports of friendships. Two tables summarize survey findings. (Contains 19 references.) (SLD)

ED 379 366   UD 030 280

Goldring, Ellen B.; Bauch, Patricia A.
Teacher Empowerment and Parent Participation in Urban High Schools of Choice: Consumerism or Partnership?
PUB DATE- Apr 94
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; Conflict; Decision Making; Educational Change; *High Schools; Magnet Schools; *Parent Participation; Parent Teacher Cooperation; *Partnerships in Education; Professional Autonomy; Public Schools; *School Choice; School Restructuring; *Urban Schools
IDENTIFIERS- Parent Empowerment; *Teacher Empowerment

Teacher empowerment and parent participation in school decision making have become dominant themes in the current debate over school restructuring. The literature suggests that as teachers become empowered, they may tend to view parents more as clients

PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; *Basic Skills; Communication (Thought Transfer); *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; *Low Achievement; Mathematics; Parent Child Relationship; Parent Participation; *Parents; Reading; Self Concept; *Skill Development; Writing (Composition)
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New Jersey

This information booklet for parents answers some of the questions parents often ask about their children's participation in basic skills improvement programs. It suggests ways in which parents can support and reinforce the school's role and offers suggestions for parent involvement and ideas for at-home activities to support skill development. Children who live in eligible Chapter 1 attendance areas and whose test scores and other measures of achievement are below expectations for their grade levels are eligible for extra help in reading, writing, and mathematics. Money received from the federal government is used to support skills instruction and programs are administered by the State Department of Education. Parents can support the school's efforts by ensuring the child's physical and emotional well-being, and by encouraging learning and providing a supportive atmosphere. Developing a positive self-concept for the child is very important, and parents play a vital role. Activities for developing basic skills are outlined, centered in areas of oral communication, writing, reading, and mathematics. A checklist is provided for parents to rate their own participation in the schools. (SLD)

ED 379 386 UD 030 314

Goodwin, A. Lin
Asian Americans and Pacific Islanders in Teaching. ERIC/CUE Digest Number 104.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Asian Americans; *College Faculty; Doctoral Degrees; Elementary Secondary Education; *Enrollment; Higher Education; Masters Degrees; *Pacific Americans; Population Trends; *Preservice Teacher Education; *Teaching (Occupation)
IDENTIFIERS- ERIC Digests

This digest reviews available data on Asians and Pacific Islanders (API) to assess their presence in the teaching profession. Although they are a rapidly expanding part of both the population and school enrollments, APIs constitute only one percent of all teachers, and are largely absent from teacher preparation programs, with their mean registration in such programs at about one percent. A national study conducted by the American Association of Colleges for Teacher Education (ACTE)/Metropolitan Life (1990) surveyed 472 students from 42

faculty over time, relationships with P-12 schools, relationship of preservice programs to school reform, education heads' perceptions of SCDE contributions to reform in P-12 schools, progress in teacher education reform, and institutional arrangements to enable collaboration. The study found that about 80 percent of faculty and 80 percent of deans were involved in P-12 schools on a regular basis. Most of that time was spent on traditional functions such as supervising student teachers and providing school-based professional development. There appeared to be considerable initiative taken in SCDEs to pursue these relationships. The majority of faculty and deans reported an increased willingness to engage in cooperative ventures with schools over the past 5 years. The lack of resources to support initiatives in P-12 schools was acknowledged. Most relationships with P-12 schools tended to be negotiated on an individual faculty basis. Appendices list participating institutions and members of the RATE Research Team. (JDD)

Virginia, Washington, Wisconsin, and Vanderbilt (Tennessee). Five appendices provide the following: (1) letters and survey questionnaires; (2) glossary of terms; (3) research questions and list of selected universities; (4) descriptions of the 25 universities, unique features of graduate schools and graduate programs in curriculum studies, graduate curriculum research, and synthesis of each of the 1,547 doctoral dissertations published from January 1993 to June 1994; and (5) author's curriculum vitae. (LL)

suggests that the testlet structure of the measure must be taken into account in determining test statistics and examinee scores. (Contains 32 references, 1 table, and 3 figures.) (Author/SLD)

ED 379 303   TM 022 655

Pritchard, Florence Fay
Teaching Thinking across the Curriculum with the Concept Attainment Model.
PUB DATE- 23 Jul 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Formation; *Deduction; Definitions; Educational Assessment; Elementary Secondary Education; *Induction; *Interdisciplinary Approach; Models; Student Evaluation; *Teaching Methods; *Thinking Skills

The Concept Attainment Model is described as a teaching approach that helps students develop skills for inductive and deductive thinking while learning subject matter in any field in a constructive and meaningful way. A definition and overview of the model are presented, with guidelines for using the concept-attainment approach to design and deliver instruction and to evaluate student learning of subject matter and thinking skills. The model is an instructional approach in which teachers guide students to derive an abstract, generic idea inductively using pattern recognition and categorizing skills, and then help them deductively apply the concept in new situations. The theory of concepts of Jerome Bruner is the source of the model, which was transformed into a teaching model by B. Joyce and M. Weil (1972, 1980, 1986). Planning for teaching with the concept attainment model involves: (1) identifying a significant and definable concept; (2) analyzing its essential and defining features; and (3) designing exemplars from which the concept can be derived. The model offers teachers a method for teaching thinking across the curriculum using the subject matter of disciplines they teach. Five figures illustrate the discussion. (Contains 10 references.) (SLD) for conducting the survey, and methods for designing a survey instrument, selecting a sample, and collecting data, as well as suggestions for reporting results. A sample instrument and report are also provided. (Author/SLD)

ED 379 325 TM 022 696

Bender, Ellen; Brown, L. Joan
Implementation of the Louis Feinstein Public Service Program during the Period from September, 1992 through June, 1994. Evaluation Report.
SPONS. AGENCY- Louis Feinstein Public Service Foundation of Rhode Island.
PUB DATE- 1 Aug 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Community Programs; *Community Services; Educational Trends; Grants; High Schools; *High School Students; Interviews; Parents; Program Evaluation; *Program Implementation; Public Schools; *School Restructuring; Teachers; Youth Programs
IDENTIFIERS- *Louis Feinstein Public Service Program; *Sharon Public Schools MA; Youth Community Service

Incorporating community service into the education of public school students in the United States is becoming a national trend and an important research topic. The implementation of the Louis Feinstein Public Service Program in Sharon Public Schools in Massachusetts was evaluated. A structured interview approach was used to gain information about the different constituencies affected or involved through 47 interviews with staff, students, parents, and community members. Seventeen informal interviews were also held. The implementation of the Feinstein program in the Sharon public schools was found outstanding in that it dramatically increased the amount and type of community service programs, initiating a major restructuring of curriculum and instruction. The teaching and learning environment has improved because of the success of particular classroom programs, the support of staff and administration, the effective work of the coordinator, and student and community response. Recommendations for program improvement are included. An appendix contains the survey questionnaire and supporting information. (SLD)

initiatives. Administration of the Peabody Picture Vocabulary Test-Revised shows gains from pretest to posttest for kindergarten beneficiaries of Chapter 2 Formula funds. The Academic Decathlon and Spanish Academy supported by the funds benefitted students and promoted academic excellence. Library resources purchased through Chapter 2 were well received by librarians and administrators, and the recipients of program-funded professional development training reported themselves to be better prepared teachers. Recommendations are made for improved program evaluation and more parent participation efforts. Seventeen figures and one table summarize Chapter 2 activities and services. (SLD)

ED 379 346 TM 022 740

Rudner, Lawrence M.; And Others
Use of Person-Fit Statistics in Reporting and Analyzing National Assessment of Educational Progress Results. Research and Development Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Difficulty Level; *Educational Assessment; *Goodness of Fit; *Measurement Techniques; Models; National Surveys; *Responses; Statistical Analysis; *Test Items
IDENTIFIERS- Accuracy; *National Assessment of Educational Progress; *Person Fit Measures; Weighting (Statistical)

Fit statistics provide a direct measure of assessment accuracy by analyzing the fit of measurement models to an individual's (or group's) response pattern. Students that lose interest during the assessment, for example, will miss exercises that are within their abilities. Such students will respond correctly to some more difficult items and incorrectly to some less difficult items. Most assessment programs, including the National Assessment of Educational Progress (NAEP), currently either ignore such response anomalies or assume they do not exist. The use of a weighted-total-fit-mean-square as a measure of assessment accuracy was investigated using data from the 1990 and 1992 NAEP assessments. The distribution of fit across individuals was examined for fit and item-type differences, and the practical significance of this type of fit statistic was explored. It is concluded that this person-fit statistic has little to offer in the analysis of traditional NAEP data. Sixteen tables present analysis results. Appendix A contains 12 subscale tables, and Appendix B presents software routines. (Contains 62 references.) (SLD)

of education rather than as partners, thereby introducing a potential conflict into the social interaction of teachers and parents. This study examines the interrelationships between teacher empowerment and parent participation in three different types of schools of choice. Data is drawn from a national sample of six Catholic, four single-focus magnet, and five multi-focus magnet public urban high schools in Chicago (Illinois), Washington, D.C., and Chattanooga (Tennessee). Three models of parent-teacher relations are hypothesized: (1) teacher professionalism; (2) parent empowerment; and (3) dual empowerment or partnership. Findings suggest that Catholic schools are closer to the development of a partnership model than either of the two types of public schools. Multi-focus magnet schools most nearly approximate a parent empowerment model. None of the types approximates a teacher professional model of teacher-parent relations. Six tables and an appendix portray some school characteristics. (Contains 104 references.) (Author/SLD)

colleges of education on their teacher preparation experiences. Only 18 API students were included in the sample. Of those in teacher education programs, only one-third aspired to Master's degrees, as compared to 41 percent of Hispanics, 54 percent of Blacks, and 70 percent of Whites. Data from the National Center for Education Statistics (NCES) in 1994 show that APIs also constitute only 1.5 percent of teacher education faculty. APIs do receive doctorates in other non-education fields at disproportionately high rates. Understanding why APIs do not see teaching as an attractive profession, and the barriers that might prevent them from teaching is important for the effort to build a truly inclusive teaching force. (Contains 13 references.) (SLD)

ED 379 387 UD 030 315

Mendel, Richard A.
Prevention or Pork? A Hard-Headed Look at Youth-Oriented Anti-Crime Programs.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Causal Models; *Cost Effectiveness; *Crime Prevention; *Delinquency; *Early Intervention; Elementary Secondary Education; Family Programs; Federal Aid; Government Role; Law Enforcement; Parent Education; Program Evaluation; Recreational Activities; Rehabilitation Programs; School Safety; *Youth Programs

This report reviews the facts underlying the debate about delinquency in the United States, focusing on evidence of how well various approaches to crime succeed in practice. Do youth programs such as family therapies and recreation initiatives actually make a cost-effective contribution to controlling crime? Research supports a strong foundation for identifying risk factors early in life, allowing programs to target underlying conditions that propel some youth to crime. Research does not suggest that tougher law enforcement and stricter sanctions are likely to reduce crime significantly. A number of youth-oriented prevention strategies have documented impressive results in reducing criminal, delinquent, and predelinquent behavior. Careful evaluation has supported the contributions of early childhood interventions in reducing eventual crime. Several community-wide prevention efforts and recreation programs such as midnight basketball have been demonstrated to be effective. Prevention through youth programs has been shown to work. An appendix contains a graph of effective prevention efforts. (SLD)

ED 379 388 UD 030 316

Eichenstein, Rosalind; And Others
Project Achieve Part I: Qualitative Findings 1993-94.
PUB DATE- 1 Aug 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Educational Administration; Educational Change; *Grouping (Instructional Purposes); High Risk Students; High Schools; *High School Students; *House Plan; *School Restructuring; School Size; Staff Development; Student Attitudes; Teacher Attitudes; *Urban

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20p. L1 ED 378 877

Hate Speech: Political Correctness v. the First Amendment.
18p. L1 ED 378 695

Hearing on the Reauthorization of the Individuals with Disabilities Education Act (IDEA). Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One

(131) Reference Materials - Bibliographies (Continued)

Voices of the Spirit: Sources for Interpreting the African-American Experience.	211p.	L3	ED 378 983
We Don't Wear Aprons Anymore: An Annotated Bibliography of Working Mothers in Children's Literature.	26p.	L1	ED 378 977

(132) Reference Materials - Directories/Catalogs

Beautiful Black: A Bibliography about the Night for Young Readers from Preschool through Junior High.	57p.	L1	ED 378 996
Directory of Graduate Student Employee Bargaining Agents and Organizations.	102p.	L1	ED 378 864
Early Childhood Transitions: Preparing Children and Families for Change.	83p.	L1	ED 379 107
Educational Programs That Work: A Collection of Proven Exemplary Educational Programs and Practices. Eighteenth Edition.	307p.	L2	ED 379 218
Educational Programs That Work: The Catalogue of the National Diffusion Network (NDN). 20th Edition.	321p.	L2	ED 379 219
Facts & Figures about Education in Alaska 1994.	28p.	L1	ED 379 289
A Guide to Vermontiana Collections at Academic, Special and Selected Public Libraries.	74p.	L1	ED 378 979
Implications and Considerations for Counseling Language Minority Students.	193p.	L1	ED 378 784
Improving Science and Mathematics Education: A Database and Catalog of Alternative Assessments. Second Edition.	188p.	L1	ED 379 151
Leadership Education: A Source Book, 1994-1995. Fifth Edition.	577p.	L2	ED 378 674
National Diffusion Network: Developer Demonstrator and Dissemination Process Projects Directory. 1995.	303p.	L1	ED 378 961
Native American Curriculum Resource Guide.	101p.	L1	ED 379 120
Software To Go: A Catalog of Software Available for Loan.	220p.	L2	ED 378 719
Western European Dissertations on the Hispanic and Luso-Brazilian Languages and Literatures: A Retrospective Index.	159p.	L1	ED 378 841

Evaluation of the 1991-1992 Special Education Professional in Training Program. OER Report.
19p. L1 ED 378 740

Evaluation of The Brooklyn College Learning Center (BCLC).
65p. L1 ED 378 852

Evaluation of the Career Education Center (1993-94).
70p. L1 ED 379 390

The Evolution of a Portfolio Program: The Impact and Quality of the Vermont Portfolio Program in Its Second Year (1992-93).
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The Exploration of a Selection of Conative Constructs Relevant to Learning and Performance. Project 2.3. Complex Performance Assessments: Expanding the Scope and Approaches to Assessment. Defining Conative Construct.
18p. L1 ED 379 300

Facilitating Professional Development: Foundational Strategies.
13p. L2 ED 379 254

Family Literacy for Language Minority Families: Issues for Program Implementation. NCBE Program Information Guide Series, No. 17.
26p. L1 ED 378 845

Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1992. Detailed Statistical Tables.
307p. L1 ED 379 351

Future Libraries: Dreams, Madness, & Reality.
198p. L3 ED 378 984

Health Care: School-Based Health Centers Can Expand Access for Children. Report to the Chairman, Committee on Government Operations, House of Representatives.
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High Hopes, Long Odds: A Major Report on Hoosier Teens and the American Dream.
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Improving Retention in Adult Basic Education and Recommended Strategies for Effective Instructional and Counseling Interventions and Reasons for Resistance to Attending Adult Basic Literacy. Research in Adult Literacy.
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Inclusion in Education of Children with Mental Retardation. 1994 Update.
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Implicit Theoretical Leadership Frameworks of Higher Education Administrators.			

West Virginia Teachers' Telecommunications Needs and Preferences: Initial Results of a Survey.
38p. L1 ED 378 944

Workplace Literacy Project. Computer Aided Instruction in Basic Workplace Skills, May 1, 1991-October 31, 1992. Performance Report, Executive Summary, and Curriculum Guides.
321p. L1 ED 378 308

(171) Multilingual/Bilingual Materials

Acateco de la Frontera Sur (Acateco of the Southern Border).
271p. L1 ED 378 803

Basic Irish for Parents: A Phrase-book for Parents with Children in Naionrai or in Primary School. BunGhaeilge do Thuismitheoiri: Leabhar frasai do thuismitheoiri a bhfuil paisi acu i Naionrai no sa bhunscoil.
59p. L1 ED 378 819

Basic Irish for Shopping = BunGhaeilge don Siopa.
27p. L1 ED 378 818

Chinanteco de San Juan Lealao, Oaxaca (Chinantec of San Juan Lealao, Oaxaca).
149p. L1 ED 378 795

Chocho de Santa Catarina Ocotlan, Oaxaca (Chocho of Santa Catarina Ocotlan, Oaxaca).
174p. L1 ED 378 790

Chontal de la Sierra de Oaxaca (Chontal of the Oaxacan Mountain Area).
174p. L1 ED 378 793

Grandparents: Shattering the Stereotype = Grands-parents: detruire les stereotypes.
41p. L2 ED 379 109

Guarijio de Arechuyvo, Chihuahua (Guarijio of Arechuyvo, Chihuahua).
162p. L1 ED 378 802

Heritage, Culture, and Immigration: The Family Connection = Heritage, culture et immigration: Les relations familiales.
41p. L2 ED 379 089

Huave de San Mateo del Mar, Oaxaca (Huave of San Mateo del Mar, Oaxaca).
139p. L1 ED 378 797

Mayo de Los Capomos, Sinaloa (Mayo of Los Capomos, Sinaloa).
166p. L1 ED 378 800

Mazateco de Chiquihuitlan, Oaxaca (Mazater of Chiquihuitlan, Oaxaca).
149p. L1 ED 378 791

Mixe de Tlahuitoltepec, Oaxaca (Mixe of Tlahuitoltepec, Oaxaca).
157p. L1 ED 378 794

Mixteco de Santa Maria Penoles, Oaxaca (Mixtec of Santa Maria Penoles, Oaxaca).
154p. L1 ED 378 789

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Cooperative Learning in the Classroom.	111p.	L2	ED 379 263
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Crisis Management: A Guide to School Crises and Action Taken. The Practicing Administrator's Leadership Series.	63p.	L2	ED 378 661
Crossing the Color Line. Race, Parenting, and Culture.	211p.	L3	ED 379 372
Developing a Comprehensive Faculty Evaluation System: A Handbook for College Faculty and Administrators on Designing and Operating a Comprehensive Faculty Evaluation System.	191p.	L3	ED 378 873
Developing a Quality Curriculum.	146p.	L2	ED 378 641
The Development of Multiplicative Reasoning in the Learning of Mathematics.	407p.	L3	ED 379 161
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Drama for Learning: Dorothy Heathcote's Mantle of the Expert Approach to Education. Dimensions of Drama Series.	228p.	L3	ED 378 628
Early Childhood Special Education. Yearbook in Early Childhood Education. Volume 5.	266p.	L3	ED 378 778
Educational Resilience in Inner-City America. Challenges and Prospects.	217p.	L3	ED 379 392
Educationists and Their Vanities: One Hundred Missives to My Colleagues.	204p.	L3	ED 379 237
Ethics in Educational Leadership Programs: An Expanding Role.	137p.	L2	ED 378 690
Evaluating Management Development, Training and Education. Second Edition.			

The Journal of Staff, Program, & Organizational Development, Volume 11. Spring 1993-Spring 1994.	266p.	L2	ED 379 040
Literacy across the Curriculum. Volume 9. 1993-1994.	110p.	L1	ED 378 362
Making Schools More Inclusive: Teaching Children with Disabilities in Regular Classrooms.	9p.	L2	ED 378 762
Managing Colleges into the Next Century. Coombe Lodge Report.	78p.	L1	ED 378 358
NCRVE Change Agent. Shaping the Future of Vocational Education. Volume 4, 1994.	50p.	L1	ED 378 377
Opportunity-To-Learn Standards.	8p.	L1	ED 378 776
The Principal's Role in Mentoring.	6p.	L1	ED 378 687
Resources in Education (RIE). Volume 30, Number 6.	0p.	L2	ED 378 306
Rural Libraries, Volume XIV, 1994.	143p.	L1	ED 379 132
Southern Rural Education Association Journal, 1990.	25p.	L1	ED 379 116
Speak Out for Children, 1989-1992.	236p.	L1	ED 379 055
A Time to Celebrate and Reflect: International Year of the Family 1994 = Une bonne occasion de celebrer et de reflechir: L'Annee internationale de la famille 1994.	33p.	L2	ED 379 057
TJCTA Messenger, September 1993-April 1994.	122p.	L1	ED 379 031
Trends in the Structure of Qualifications for Occupations Relating to Computer Networks.	12p.	L1	ED 378 410
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Vocational & Social Inclusion. Special Issue.	123p.	L1	ED 378 749
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Women in Higher Education, 1994.	164p.	L1	ED 378 926

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Early Childhood Transitions: Preparing Children and Families for Change.	83p.	L1	ED 379 107
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Find Your Future: A Career-Planning Guide in Science, Mathematics, and Engineering for Precollege Students with Disabilities and the Adults Who Work with Them. Second Edition.	44p.	L1	ED 378 751
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The Future of Science in Elementary Schools. Educating Prospective Teachers.	182p.	L3	ED 379 144
Gender Issues in Basic Education and Vocational Training. The Gender Manual Series.	37p.	L1	ED 379 196
Gower Handbook of Training and Development. Second Edition.	596p.	L3	ED 378 339
A Guide to PAVE Facilitator Training.	113p.	L1	ED 379 032
A Guide to Vermontiana Collections at Academic, Special and Selected Public Libraries.	74p.	L1	ED 378 979
Guiding Children's Behavior. Kentucky Preschool Programs Technical Assistance Paper Number 5.	11p.	L1	ED 379 103
A Handbook for Training Strategy.	223p.	L3	ED 378 340

Hundred Third Congress, Second Session.
218p. L1 ED 378 742

Memorandum of Understanding between the State Board of Education and the Board of Governors of the California Community Colleges Related to the Coordination of Vocational Education Programs and Services.
11p. L1 ED 379 030

Modifications to the Governor's Coordination and Special Services Plan, July 1, 1993-June 30, 1994.
37p. L1 ED 379 029

Nutrition Education and Training Program. State Plan for Fiscal Years 1994 and 1995.
60p. L1 ED 379 242

A Planning Handbook: Developing the Local Plan/Application.
83p. L1 ED 379 027

Recent Changes in Federal Student Aid. CRS Report for Congress.
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School Facilities: Condition of America's Schools. Report to Congressional Requesters.
68p. L1 ED 378 703

Special Education Law: Case Summaries and Federal Regulations.
158p. L2 ED 378 765

Vocational Education and Special Populations: Reauthorization Issues. CRS Report for Congress.
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Welfare to Work. Current AFDC Program Not Sufficiently Focused on Employment. Report to the Chairman, Committee on Finance, U.S. Senate and Welfare To Work. AFDC Training Program Spends Billions, but Not Well Focused on Employment. Statement of Jane L. Ross, Director, Income Security Issues, Health, Education, and Human Services Division. Testimony before the Committee on Labor and Human Resources, United States Senate.
56p. L1 ED 378 399

(110) Numerical/Quantitative Data

Academic Performance Characteristics: In-State First-Time Freshmen at Virginia's State-Supported Institutions. 1992-93 State Summary.
37p. L1 ED 378 908

Academic Performance Characteristics: In-State First-Time Freshmen at Virginia's State-Supported Institutions. 1993-94 State Summary.
39p. L1 ED 378 909

Accountability at Miami-Dade Community College: A Report to the State. Research Report #94-08R.
27p. L1 ED 379 048

Adult Literacy. Indicator of the Month.
3p. L1 ED 378 352

Are Miami-Dade Community College Leavers Actually Transferees to Other Educational Institutions? Information Capsule #94-07C.

Wisconsin Library Service Record. 1993.
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Basic Irish for Shopping = BunGhaeilge don Siopa.
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Florida Statewide Course Numbering System.
79p. L1 ED 378 930

The Multilingual Translator: Words and Phrases in 15 Languages To Help You Communicate with Students of Diverse Backgrounds.
160p. L1 ED 378 820

Staff Data Handbook: Elementary, Secondary and Early Childhood Education.
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(140) Reports - General

Geographic Origins of Students, Fall 1993, Volumes I-III. Report Number 2-94.
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The International Program and Its Global Mission: Introduction to Report Series.
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JurisLIT Final Report.
89p. L1 ED 378 363

Parental Rights in Germany.
6p. L1 ED 379 072

Wisconsin Secondary Vocational Education Annual Performance Report 1994.
72p. L1 ED 378 397

(141) Reports - Descriptive

1994-95 Legislative Program, Grossmont-Cuyamaca Community College District.
19p. L1 ED 379 020

25 Snapshots of a Movement: Profiles of Campuses Implementing CQI.
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Academic Program Articulation at Springfield Technical Community College: Building a Framework for Tech Prep and School-to-Work. Revised Edition 1995.
32p. L1 ED 379 039

Acateco de la Frontera Sur (Acateco of the Southern Border).
271p. L1 ED 378 803

Access and Equity 2000: The Texas Educational Opportunity Plan

Interaction during Problem Solving.	26p.	L1	ED 379 295
Improving the Achievement of Wisconsin's Students. Urban Initiative Task Force Recommendations and Action Plan. Bulletin No. 95079.	15p.	L1	ED 379 396
Indicator Systems for School and Teacher Evaluation: Fire-Fighting It Is!	26p.	L1	ED 379 340
Information Technologies in Independent, Liberal Arts Colleges: A Summary and Analysis of Comparative Data. Information Technology Series #1.	48p.	L2	ED 378 942
Instructional Technology in AISD, 1993-94. Publication Number 93.06.	59p.	L1	ED 379 305
Interviewing Process and Findings: Evaluation of a First Year Science Improvement Project.	12p.	L1	ED 379 297
Juvenile Justice: Improving the Quality of Care.	65p.	L1	ED 378 508
Kwanzaa and Me. A Teacher's Story.	145p.	L3	ED 379 393
Language Development Component: All Day Kindergarten Program 1992-1993. Ohio Disadvantaged Pupil Program Fund. Final Evaluation Report.	26p.	L1	ED 379 098
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Latent Variable Modeling of Longitudinal and Multilevel Data. Project 2.4, Quantitative Models To Monitor the Status and Progress of Learning and Performance and Their Antecedents.	31p.	L1	ED 379 322
Learning by Degrees: Indicators of Performance in Higher Education.	84p.	L1	ED 379 323
Learning Disabilities: A National Responsibility. Report of the Summit on Learning Disabilities (Washington, D.C., September 20-21, 1994).	26p.	L1	ED 378 783
Lexical Innovation in Ghanaian English.	24p.	L1	ED 378 810
MAC/FAC: A Model of Similarity-Based Retrieval. Technical Report #59.	68p.	L1	ED 379 317
Matriculation Evaluation: Summary Report, 1990-91.	73p.	L1	ED 379 011

Journal of Research for School Executives, Volumes 1 and 2, 1991-1992.	268p.	L1	ED 378 633
Landscape of Mathematics and Science Education in Milwaukee. A Study of the Milwaukee Public Schools.	170p.	L1	ED 379 160
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Longitudinal Study of Adult Literacy Participants in Tennessee. Year One Report.	156p.	L1	ED 378 449
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A Look Back at the No Pass/No Play Provision. Publication Number 93.05.	25p.	L1	ED 379 304
Making "Connections": Creating and Sustaining a Collegial Community.	25p.	L1	ED 379 235
Making Better Decisions about School Problems: How Administrators Use Evaluation To Find Solutions.	191p.	L2	ED 378 657
Marilyn Zurmuehlen's Working Papers in Art Education, 1993. Number 12.	95p.	L1	ED 379 199
Marketing Education Certification Programs: Status and Future			

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Languages in Primary School Education: Towards Equity for Australia and Australians.	24p.	L1	ED 378 804
Laotian Hmong Students and American Education: Meeting Special			

Nahuatl de Acaxochitlan, Hidalgo (Nahuatl of Acaxochitlan, Hidalgo).	147p.	L1	ED 378 796
Otomi de San Andres Cuexcontitlan, Estado de Mexico (Otomi of San Andres Cuexcontitlan, State of Mexico).	156p.	L1	ED 378 799
Replies to the Questionnaire on the Theme of the 42nd ICE on Literacy Education = Responses au questionnaire sur le theme de la 42e CIE sur l'alphabetisation. IBE Documents Series, Number 2, December 1991.	196p.	L1	ED 378 552
A Time to Celebrate and Reflect: International Year of the Family 1994 = Une bonne occasion de celebrer et de reflechir: L'Annee internationale de la famille 1994.	33p.	L2	ED 379 057
Tlapaneco de Malinaltepec, Guerrero (Tlapanec of Malinaltepec, Guerrero).	158p.	L1	ED 378 798
Totonaco de Papantla, Veracruz (Totonac of Papantla, Veracruz).	169p.	L1	ED 378 801
Trique de San Juan Copala, Oaxaca (Trique of San Juan Copala, Oaxaca).	155p.	L1	ED 378 788
Zapoteco del Istmo, Juchitan, Oaxaca (Zapotec of the Isthmus, Juchitan, Oaxaca).	134p.	L1	ED 378 787
Zoque de Chimalapa, Oaxaca (Zoque of Chimalapa, Oaxaca).	161p.	L1	ED 378 792

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Improving On-the-Job Training: How To Establish and Operate a Comprehensive OJT Program. Jossey-Bass Management Series.
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Including Children with Special Needs in Early Childhood Programs. Research Monograph of the National Association for the Education of Young Children, Volume 6.
245p. L2 ED 379 111

Informal Reading-Thinking Inventory: An Informal Reading Inventory (IRI) with Options for Assessing Additional Elements

(030) Creative Works

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(040) Dissertations/Theses - Undetermined

Alcoholism among Psychologists: A Review of the Literature.	79p.	L1	ED 378 499
American Indian Family History Project.	23p.	L1	ED 379 114
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(042) Dissertations/Theses - Masters Theses

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(043) Dissertations/Theses - Practicum Papers

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(021) Collected Works - Proceedings

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